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ABSTRACT

Developed to increase student ability to communicate effectively in a growing range of situations, this kindergarten through grade eight writing and speaking program is based on clusters of instructional and performance objectives for each grade level. The guide begins with a discussion of the goals of education, a point of view about language learning, and the purposes, characteristics, and outcomes of language instruction. The guide then lists three principles that govern the organization of instructional and performance objectives at each grade level; i.e., objectives should be organized: (1) across grade levels in developmental sequences, reflecting and promoting language and cognitive development; (2) according to the speaker's or writer's intent; and (3) in instructional sequence for direct use by teachers. Each grade level section contains two categories--composition and conventions--under which objectives are listed. The subcategories listed under composition are developing language fluency, expressing thoughts and feelings, writing and telling stories and poems, informing an audience, and persuading an audience. The subcategories under conventions are usage and grammar, punctuation, capitalization, spelling, and handwriting. A list of Montgomery County Public Schools instructional guides and related materials is included, as well as a chart illustrating the categories of objectives. (EL)

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ED264564

PROGRAM OF STUDIES

ENGLISH LANGUAGE ARTS
K-8
PART II: WRITING AND SPEAKING

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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Montgomery County Public Schools
Rockville, Maryland

1985

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Rockville, Maryland

The Goals of Education

Adopted by the Board of Education—February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his[/]her values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his[/]her lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his[/]her actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his[/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his[/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him[/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his[/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his[/her] body in optimum condition throughout his[/her]lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his[/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him[/her]. This requires that each student gain:

- knowledge of himself[/herself] and the characteristics, needs, and desires he[/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his[/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his[/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him[/her] to secure satisfying employment, embark upon further training and education *in* a chosen career field, and adapt occupational talents to changing job demands and opportunities
- the knowledge, skills, and abilities that enable him[/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

POINT OF VIEW

Language and Language Learning

Language and language learning are all-pervasive in the lives of children. Children come to school having already accomplished the single most complex and profound learning experience of their lives—learning to speak their native language. Language learning in school is based upon and must extend children's understanding of and experience with language gained at home and in the community.

Children learn from the beginning that language conveys meaning. They also learn to use language to discover meaning and to exchange meanings with the world around them, to communicate. They use language to make sense of the world and their experiences in it. In effect, children learn to use language by having authentic purposes for doing so.

As they communicate, children engage actively in constructing meaning. Language learning is inherently a cognitive process, and language skills are inherently thinking skills. Children learn to use their developing language to think, to generate new ideas from old experience, and then, often with assistance from the adults around them, to think critically about their experience.

Language education needs to be developed in concert with the natural language learning that is so successful in the lives of children. Language educators need to build bridges between what children already know about language and thinking and what they are taught in school. Language educators need to help children and adolescents extend their native thinking abilities through language so that they can make valid inferences, predict accurately, form and test hypotheses, solve problems, and evaluate their experience in the world around them.

Purposes and Outcomes of Language Instruction

The primary purpose of language instruction is *to develop student ability to communicate intentionally and effectively in a growing range of situations.* Personal and social development depend on the growth of communicative competence. Effective language instruction contributes continuously to this ability. Every instructional objective, task, and activity needs to be evaluated by the following criterion: does successful performance in this objective, task, or activity contribute to the student's ability to understand or to be understood?

Meaning is central to communication. The natural unit of meaning is not the syllable, word, or sentence, but whole discourse—a coherent message in spoken or written form. Thus, helping students to develop communicative competence implies a second instructional purpose: *to develop student ability to understand and produce coherent discourse.* Effective language instruction, therefore, focuses primarily on whole discourse at every grade, K-8.

The purposes outlined above support a variety of outcomes for students. The following student outcomes should be valued and promoted in every grade, beginning in kindergarten. Students should:

- Increase interest and participation in communicating through listening, speaking, reading, and writing activities
- Use language to discover the nature of the self and the world

- Write and speak in a growing range of situations
- Write and speak for a variety of purposes, on a variety of topics, and in a variety of forms
- Write and speak for a variety of audiences, including the self
- Increase time spent thinking about and discussing their own writing and the writing of classmates
- Increase time spent rewriting selected drafts
- Feel confident in their ability to produce coherent discourse
- Persist in trying to make their writing or speech understandable and effective
- Increase time spent writing and speaking
- Increase amount of discourse written
- Express feelings and thoughts in a variety of creative activities

General Characteristics of Effective Language Instruction

To promote these student outcomes and to develop a student's ability to use language effectively to the fullest extent possible, the teacher should do the following:

- Encourage the use of relevant background knowledge and experience in listening, speaking, reading, and writing; establish authentic purposes for listening, speaking, reading, and writing; emphasize whole discourse and the contexts in which it is understood or created; and develop the active role of the language learner in constructing meaning.
- Encourage writing and speaking for a variety of purposes and audiences, in a variety of situations and forms, and on a variety of topics; use literature for children and adolescents for discussion and writing; and display student writings regularly.
- Encourage students to write freely and regularly in a journal during class time.
- Provide students with a rich variety of small-group and whole-class activities to develop the social, psychological, and linguistic experience needed to use language effectively.
- Use questions and questioning strategies to promote thought, discussion, and problem solving in small-group and whole-class settings.
- Focus as often as possible on related clusters of performance objectives rather than on one objective at a time; and take advantage of opportune moments to teach objectives.
- Not only teach students the basic skills of listening, speaking, reading, and writing but also encourage students to use those skills in creative thinking and discovery activities.
- Use instructional grouping that is flexible and that features both heterogeneous and homogeneous whole-class and small-group instruction when appropriate.
- Integrate writing and speaking instruction, whenever possible, with instruction in reading and listening.
- Integrate language instruction, whenever possible, with instruction in aesthetic arts and content subjects.
- Provide students with opportunities to demonstrate competence in a variety of tasks, activities, and situations over an appropriate period of time, both in class and as homework.
- Base evaluation of student achievement on the full range of student performance in classroom activities, on homework assignments, on regular classroom quizzes, tests, and assignments, and on standardized tests; use evaluation to promote expression; evaluate a student's writings periodically and focus on signs of development; use grading and reporting practices that conform to MCPS policy.

Characteristics of Writing Instruction

Composition and conventions.* The heart of the instructional program in writing is composition.

*In this curriculum, "conventions" refer to usage, grammar, and mechanics.

All other parts of the program, such as mechanics, contribute to the quality of the writing produced in it.

Composition and oral language development. Teachers encourage students to express themselves in writing freely and often, and to discuss their writing with classmates and adults. Discussion is especially important. Through primary and middle elementary grades, oral language development usually leads written language in vocabulary, syntax, and elaboration of meaning. Talking or drawing prior to and during writing is especially helpful for beginning writers. By the upper elementary grades, however, written language development can overtake and lead oral language, thus contributing to further oral language development.

Composition instruction for developing writers. To learn to compose, developing writers must have successful composing experiences. They must have successful experiences selecting and carrying a thought, feeling, observation, or story through the composing process. They discover new options for creating text and making sound decisions as they go, and they become aware of what works and does not work for them. Teachers help writers to develop their topics and purposes and to be aware of their audiences so that they can come out of instruction with more options for making messages effective and meaningful than they had before.

Teachers provide developing writers with decision-making and problem-solving strategies and models. They write with students and model successful decision-making and problem-solving strategies during the actual production of a piece of writing. Students need to know how to get from the beginning of a paper to its final draft. Like all good writers, they also need to know that, in spite of their best efforts, not all writing is successful and not all papers become final drafts.

DESCRIPTION OF THE WRITING AND SPEAKING PROGRAM

Organization of Objectives

The K-8 writing and speaking program is based on clusters of instructional and performance objectives for each grade level. The performance objectives are organized under instructional objectives, and the latter are clustered under categories such as Developing Language Fluency or Spelling. The instructional objectives indicate the teacher's goals of instruction, and the performance objectives indicate what students ought to be able to do to demonstrate progress toward attaining the instructional objectives. To ensure a comprehensive writing and speaking program, both instructional and performance objectives are prescribed. All students—high-, average-, and low-achieving students and students with special needs—receive instruction in these objectives.

Three principles govern the organization of instructional and performance objectives at each grade level:

- Since competence in written and oral composition develops in concert with other language and cognitive abilities, *the objectives are organized across grade levels in developmental sequences which reflect and promote language and cognitive development.* This organizational principle is most evident in scope and sequence charts
- Since writing and speaking require a personal commitment to communication, *the composition objectives are organized by the writer's intent (e.g., to inform) and reflect the composing processes writers use in realizing those intents.*
- As often as possible, *the objectives appear in instructional sequence for direct use by teachers.*

The most important organizational principle is the organization by the writer's or speaker's intent and the stages in the composing process which realize that intent. The purpose for speaking or writing is reflected in the titles of the major categories of objectives under Composition:

I. Developing Language Fluency
II. Expressing Thoughts and Feelings
III. Writing and Telling Stories and Poems (Literary Purpose)
IV. Informing an Audience
V. Persuading an Audience

All five categories of composition objectives are present in the curriculum at every grade level, K-8, ensuring that students receive instruction in writing and speaking for a balanced variety of intents at each grade level.

Each intent (e.g., to persuade) may be expressed in a variety of forms (e.g., an advertisement, an editorial/review, or a letter). The driving principle in the writing and speaking program is the writer's or speaker's intent in communicating, not the forms which are used.

The last objectives in each section under composition deal with editing and proofreading, and those skills are developed in full in the section on Conventions. The subcategories under Conventions are the following:

I. Usage and Grammar
II. Punctuation
III. Capitalization
IV. Spelling
V. Handwriting

The objectives for Conventions are separated from composition in the curriculum for ease of access, but usage, grammar, and mechanics are taught as often as possible in the editing and proofreading stages of the composing process. Figure 1 indicates how the two major sets of objectives (Composition and Conventions) come together in instruction in the composing process.

Description of Courses - Grades 7, 8

English - Grade 7
1001
English - Grade 8
1002

The objectives for English 1001 and English 1002 are listed in the *Program of Studies, English Language Arts, K-8, Part I: Reading and Listening* and *Part II: Writing and Speaking* (this document).

English 7

Literature in the seventh grade includes novels, biographies/autobiographies, short stories, fables, legends, folklore, and poetry. Wide reading for personal enjoyment is also encouraged.

The speaking program provides opportunities for students to express themselves in discussions, and in extemporaneous and formally prepared speeches.

The writing program is designed to provide students with instruction in expressing themselves

through different types of writing, with a focus on the composing process. Students complete writing with four major intents: expressive (e.g., personal essays), literary (e.g., original stories and poems), informative (e.g., reports), and persuasive (e.g., advertisements).

Instruction in the conventions of English emphasizes usage and grammar, punctuation, capitalization, and spelling.

Vocabulary development is also emphasized.

English 8

Literature in the eighth grade includes novels, biographies/autobiographies, legends, myths, and short stories. Wide reading for personal enjoyment is also encouraged.

The speaking program continues to provide opportunities for discussions, and extemporaneous and formal speaking.

The writing program continues to provide students with instruction in expressing themselves through different types of writing, with a focus on the composing process.

Instruction in the conventions of English reviews and expands the skills taught in seventh grade.

Vocabulary development continues to be given major emphasis.

GENERAL INFORMATION

The objectives of the writing and speaking program fulfill the philosophy and goals of the MCPS Goals of Education. They are specifically aligned with the goals of Academic Skills but are no less supportive of the goals for Intellectual Development, the Individual and Society, Scientific Understanding, Aesthetic Expression, and Career Development. Writing and speaking pervade the entire school program.

The Maryland Functional Writing Test is administered in the spring of each year to students in Grades 7 and 9, and successful performance on the Level II test (Grade 9) is a requirement for graduation in 1987 and thereafter. To help students achieve the functional writing objectives, those failing the test in Grade 7 immediately receive appropriate instruction in the objectives they failed.

Although MCPS is not required by the State to test functional writing before Grade 9, functional writing is taught in MCPS at all grade levels, beginning in kindergarten. All state-mandated functional writing goals and competencies included in Project Basic are listed below. Teachers must be sure to include the required Project Basic forms (e.g., letters, telephone messages, minutes of meetings), objectives, and competencies as part of the writing instructional program. Objectives related to Project Basic and Career Education (also listed below) and appropriate for the writing and speaking program should be taught in conjunction with appropriate writing intents.

Project Basic Writing Objectives

Grades K-2 Write lists. (1.1.1.3)
Write own telephone number including area code. (1.1.1.20)
Write signs of warning. (1.2.1.5)
Write a sentence that asks a question. (1.2.4.40)

Grades 3-4 Write own full address including zip code. (1.1.1.19)
Record full names of own parents or guardians, brothers and sisters. (1.1.1.22)
Write names and telephone numbers of persons to contact in case of emergency. (1.1.1.25)
Record oral messages that include time entries. (1.2.1.1)
Write minutes of a meeting. (1.2.1.6)
Write a friendly letter. (1.2.2.1)
Write an answer to an invitation. (1.2.2.3)
Write an invitation. (1.2.2.6)

Grades 5-6 Write a sentence that makes a statement. (1.2.4.1)
Write a sentence that expresses a strong feeling. (1.2.4.41)
Write a sentence that gives a command. (1.2.4.42)
Write sentences using a variety of sentence structures. (1.2.4.43)

Grade 7 Copy specific information from a schedule. (1.1.1.1)
Write directions to a specified location. (1.2.1.3)
Write a thank-you note. (1.2.2.4)
Expand a sentence by using descriptive words and phrases. (1.2.4.2)
Write two or more related sentences on a single topic or idea. (1.2.4.7)
Write a paragraph that is developed through narration. (1.2.4.16)
Write a paragraph that explains a process. (1.2.4.17)
Write a paragraph that describes a person, place or object. (1.2.4.19)
Write a paragraph to summarize ideas read or heard. (1.2.4.20)

Grade 8 Take notes from spoken or written materials. (1.1.1.4)
Write minutes of a meeting. (1.2.1.6)
Write an accident report. (1.2.1.7)
Write own resume including educational and work experience. (1.2.1.8)
Write bills and receipts for services. (1.2.1.9)
Write a letter of application for a job. (1.2.2.10)
Write a letter of complaint to a company. (1.2.2.11)
Write a letter of request in business letter form. (1.2.2.13)
Write a letter of response to a letter received. (1.2.2.14)
Complete financial forms. (1.2.3.1)
Complete license forms. (1.2.3.2)
Complete order forms. (1.2.3.3)
Complete application forms. (1.2.3.4)
Complete personal information cards. (1.2.3.7)
Write a paragraph in response to a question. (1.2.4.18)

World of Work Objectives (Grades 6-8)

4.3.1.1 Develop a profile of personal characteristics based on school, work, test results and non-school activities.

1.02 (8) Examine interests, abilities, and values.

4.1.1.15 Identify school subjects which help develop skills, knowledge, and training in specific occupations.

3.05 (8) Analyze the relevancy of learning an academic or vocational skill and the application of the skill on the job.

4.2.1.9 Describe behavior that is appropriate for a particular work situation.

4.11 (7) (9) Recognize job-holding competencies.

4.4.1.4 Identify steps for making career decisions.

3.01 (6) (8) Design a plan to research a tentative career choice.

MCPS INSTRUCTIONAL GUIDES AND RELATED MATERIALS

The MCPS instructional guides and materials are available from the MCPS Warehouse, Division of Supply and Property Management, unless otherwise noted. These guides and materials are revised periodically.

Instructional Guides

MSDE

Functional Writing, Volume I, May 1980

MCPS

Instructional Guide for Writing and Speaking, Fall 1983

Related Materials

MCPS

1. Scope and Sequence Charts, Fall 1984
   Composition
   Conventions
2. Elementary and Secondary Textbook Lists, issued annually
3. Videotapes (available through area offices)
4. MITV Series, *Teaching Writing: A Process Approach*

CATEGORIES OF OBJECTIVES IN K-8 WRITING AND SPEAKING CURRICULUM

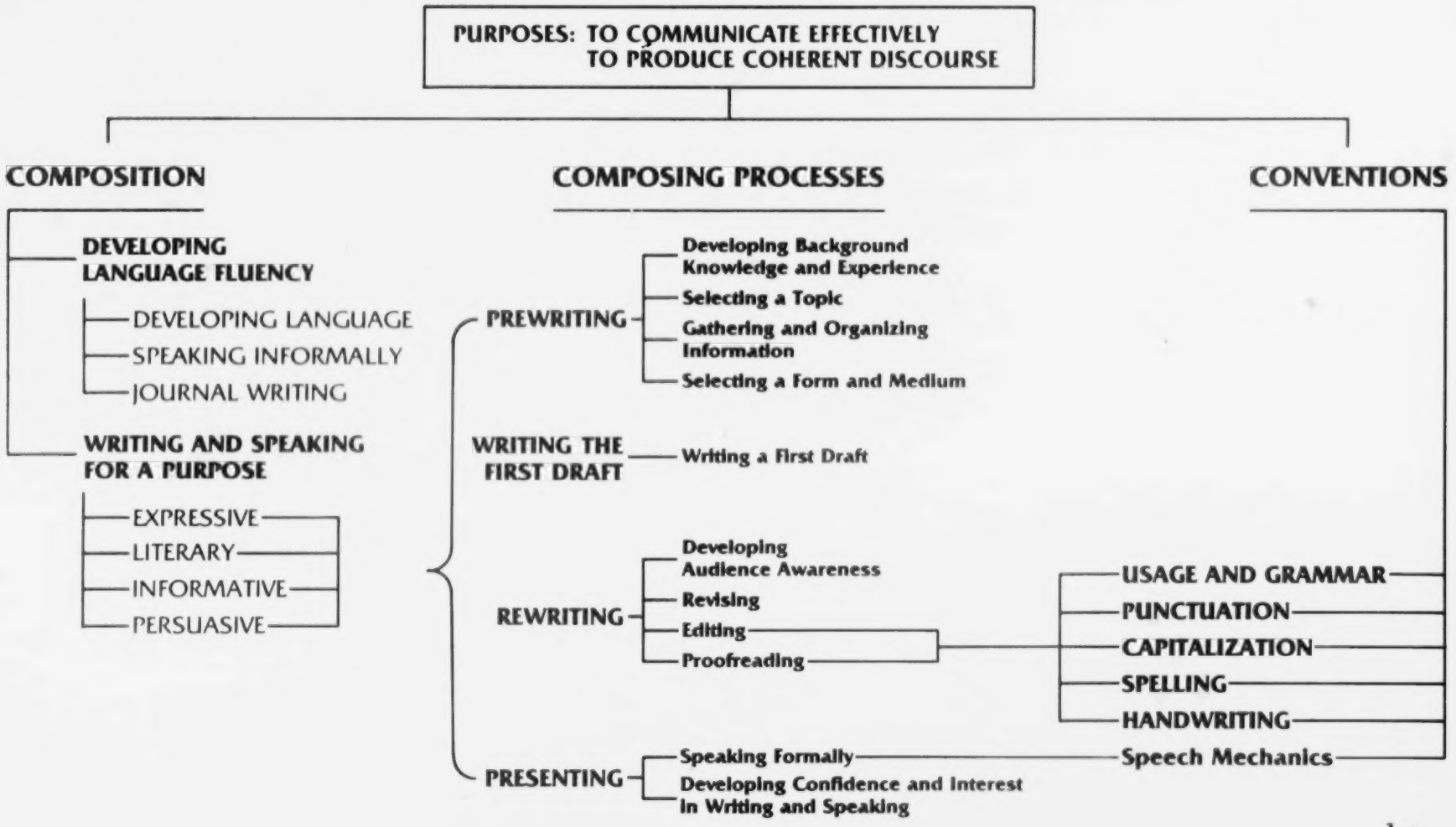

FIGURE 1. RELATIONSHIPS AMONG PURPOSES, MAJOR CATEGORIES OF OBJECTIVES, AND COMPOSING PROCESSES IN THE WRITING AND SPEAKING CURRICULUM

LEVEL K

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Discuss words, phrases, and expressions that appeal to the student.
2. Suggest a word or phrase for a class collection of words and phrases that refer to a topic of study or interest.
3. Suggest a word or phrase for a class collection of words and phrases that refer to properties of objects.
4. Suggest a word for a class collection of words that refer to times of the day, week, or year.
5. Suggest a word or phrase for a class collection of words and phrases that refer to feelings.
6. Suggest a word or phrase for a class collection of words and phrases that refer to family members, friends, and school activities.
7. Participate in the development of a class web or diagram that shows relationships among a list of words produced by the students.
8. Discuss the context in which a collected word, phrase, or expression was used.
9. Identify words in familiar signs and labels.
10. Name specific animals, persons, or objects in a general category of animals, persons, or objects.

B. Developing Fluency in Oral Communication: Informal Speech

11. Discuss ideas about a topic informally with a classmate.
12. Speak on the topic in a group discussion or conversation.
13. Listen attentively to classmates in a group discussion or conversation.
14. Respond or ask questions in a group discussion or conversation.
15. Use appropriate posture when speaking.
16. Speak clearly and audibly.
17. Role-play different ways of answering or making a telephone call.

C. Developing Fluency in Written Communication: Journal Writing

18. Write a journal entry on a self-selected or assigned topic in class once a week or more.
19. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
20. Select an entry and read it to the teacher or tell the teacher what the writing says.
21. Select an entry and read it to classmates or tell classmates what the writing says.
22. Listen to the reactions and questions of classmates.
23. Ask a probing question about the content of a classmate's journal entry.
24. Observe the teacher writing thoughts and ideas expressed by the student in the student's journal.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to verse which expresses thoughts and feelings.
2. Tell about a situation in which the student experienced a particular thought or feeling.

3. Tell how a thought, poem, music, work of art, drama, or natural phenomenon makes the student feel.
4. Discuss stories in which characters express thoughts or feelings.
5. Collect words that describe feelings.

B. **Selecting Thoughts or Feelings**

6. Select a thought or feeling to express.
7. Draw a picture about the thought or feeling.
8. Discuss the thought or feeling.

C. **Selecting a Form and Medium**

9. Discuss forms and media for expressing the thought or feeling.
10. Select a form and medium.
11. Discuss the characteristics of the form and medium selected.

D. **Writing a First Draft**

12. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
13. Observe the teacher writing ideas expressed by the student.

E. **Developing Awareness of Audience**

14. Read the draft to the teacher or tell the teacher what the writing says.
15. Read the draft to a classmate(s) or tell a classmate(s) what the writing says.
16. Listen to the teacher's or a classmate's reactions and questions.
17. Indicate what the student likes best about a classmate's writing.

F. **Revising the Draft**

18. Compare the characteristics of the draft with the characteristics of the form and revise as necessary.
19. Suggest a title for the draft.

G. **Editing the Draft**

20. Suggest changes in words, phrases, or sentences dictated to the teacher.

H. **Proofreading and Preparing the Final Draft**

21. Proofread the final draft with the teacher.

I. **Developing Confidence and Interest *in* Writing and Speaking**

22. Select a writing and read it aloud or display, present, or publish it.
23. Tell what the student likes best about a classmate's writing.

III. Writing and Telling Stories and Poems

A. **Developing a Sense of Literary Form**

1. Listen to stories, poems, and rhymes.
2. Retell or recite a familiar story, poem, and rhyme to classmates.
3. Discuss what the student likes best about stories, poems, and rhymes.
4. Discuss characters' problems.
5. Relate personal experiences to stories, poems, and rhymes
6. Discuss how folk tales begin and end.
7. Observe dramatizations of stories, poems, and rhymes.
8. Dramatize a story, poem, or rhyme as a member of a group.

9. Observe as the teacher records a story or part of a story, poem, or rhyme told, retold, or recited by the student(s).
10. Discuss the characteristics of stories, poems, and rhymes.
11. Discuss similarities and differences in poems and rhymes.

B. Selecting an Idea for a Story, Poem, or Rhyme

12. Draw or select a picture to write about.
13. Discuss ideas for developing a picture into a story, poem, or rhyme.

C. Selecting a Form and Medium

14. Discuss forms and media for writing or telling stories, poems, and rhymes.
15. Select a form and medium.
16. Discuss the characteristics of the form and medium selected.

D. Writing a First Draft

17. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
18. Observe an adult writing stories, poems, or rhymes told by the student.

E. Developing Awareness of Audience

19. Read the draft to the teacher or tell the teacher what the writing says.
20. Read the draft to a classmate(s) or tell the classmate(s) what the writing says.
21. Listen to the teacher's or a classmate's reactions and questions.
22. Indicate what the student likes best about a classmate's writing.

F. Revising the Draft

23. Compare the characteristics of the draft with the characteristics of the form and revise as necessary.
24. Suggest a title for the draft.

G. Editing the Draft

25. Suggest changes in words, phrases, or sentences dictated to the teacher.
26. Suggest a rhyming word or an alternative rhyming word for a poem or rhyme.

H. Proofreading and Preparing the Final Draft

27. Proofread the final draft with the teacher.

I. Planning and Presenting a Formal Oral Presentation

28. Read, tell, or recite the story or poem aloud to oneself.
29. Identify elements in the story or poem to be included in the presentation.
30. Draw a picture to accompany the presentation.
31. Read, tell, or recite the story or poem to a small or large group.
32. Speak clearly and audibly.

J. Developing Confidence and Interest in Writing and Speaking

33. Tell what the student likes best about a classmate's story, poem, or rhyme.
34. Select a story, poem, or rhyme and read it aloud or dramatize, display, present, or publish it.

IV. Informing an Audience

A. Developing a Sense of Expository and Procedural Discourse

1. View informative films and television programs.

2. Listen to speakers to gain information on a topic.
3. Listen to expository and procedural discourse.
4. Discuss the meaning of familiar signs and warnings.
5. Discuss the information gained from listening to expository and procedural discourse.

B. Making and Supporting Generalizations

6. State information the student knows about a topic.

C. Selecting a Topic

7. Name something of special interest for a class list of students' interests.
8. Draw or select a picture about a topic of interest
9. Select an object of interest and tell classmates about it.

D. Gathering, Recording, and Organizing Information

10. State information the student knows about the topic selected.
11. Suggest information for a web or list of facts about the topic.
12. Discuss with classmates a topic of interest or topic of study.
13. Discuss the correct sequence for a set of directions.

E. Selecting a Form and Medium

14. Discuss forms and media appropriate to the student's audience and message.
15. Select a form and a medium.
16. Discuss the characteristics of the form and medium selected.

F. Writing a First Draft

17. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
18. Observe an adult writing information or directions stated by the student.

G. Developing Awareness of Audience

19. Read the draft to the teacher or tell the teacher what the writing says.
20. Read the draft to a classmate(s) or tell the classmate(s) what the writing says.
21. Listen to the teacher's or a classmate's reactions and questions.
22. Indicate what the student likes best about a classmate's writing.

H. Revising the Draft

23. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
24. Suggest a title for the draft.

I. Editing the Draft

25. Suggest changes in words, phrases, or sentences dictated to the teacher.

J. Proofreading and Preparing the Final Draft

26. Proofread the final draft with the teacher.

K. Planning and Presenting a Formal Oral Presentation

27. Speak on a self-selected or assigned topic to a small or large group.
28. Speak clearly and audibly.
29. Use appropriate posture.

L. **Developing Confidence and Interest in Writing and Speaking**

30. Tell what the student likes best about the student's own writing or oral presentation.
31. Listen to classmates' reactions to the content of the student's writing or oral presentation.
32. Tell what the student likes best about a classmate's writing or oral presentation.
33. Select a writing and read it aloud or display, present, or publish it.

V. **Persuading an Audience**

A. **Developing a Sense of Persuasive Discourse**

1. Listen to a story or view a film or television program in which conflicting opinions are expressed.
2. Restate an opinion expressed by a story character.
3. Participate in discussing books, films, television programs, experiences, or topics about which students have varying opinions.
4. Give a reason for the student's opinion.
5. Tell whether the student has the same or a different opinion as one expressed by a classmate.

B. **Making and Supporting Generalizations**

6. State an opinion about a topic of study, topic of interest, book, film, television program, or experience.

C. **Selecting a Topic**

7. From a journal entry or other source, select a topic about which the student has an opinion.
8. Draw a picture about the topic selected by the student.
9. State an opinion about the topic selected by the student.

D. **Supporting an Opinion**

10. Discuss with a classmate reasons for the student's opinion.

E. **Selecting a Form and Medium**

11. Discuss forms and media appropriate to the audience and message.
12. Select a form and medium.
13. Discuss the characteristics of the selected or assigned form and medium.

F. **Writing a First Draft**

14. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
15. Observe an adult writing an opinion expressed by the student.

G. **Developing Awareness of Audience**

16. Read the draft to the teacher or tell the teacher what the writing says.
17. Read the draft to a classmate(s) or tell the classmate(s) what the writing says.
18. Listen to the teacher's or classmate's reactions and questions.

H. **Revising the Draft**

19. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
20. Suggest a title for the draft.

I. **Editing the Draft**

21. Suggest changes in words, phrases, or sentences dictated to the teacher.

J. **Proofreading and Preparing the Final Draft**

22. Proofread the final draft with the teacher.

K. **Planning and Presenting a Formal Oral Presentation**

23. Speak on a self-selected or assigned topic to a small or large group.
24. Speak clearly and audibly.
25. Use appropriate posture.

L. **Developing Confidence and Interest in Writing and Speaking**

26. Tell what the student likes best about the student's own writing or oral presentation.
27. Listen to classmates' reactions to the content of the student's writing or oral presentation.
28. Tell what the student likes best about a classmate's writing or oral presentation.
29. Select a writing from the student's collection and read it aloud or display, present, or publish it.

CONVENTIONS

(Usage, Grammar, and Mechanics)

I. **Usage and Grammar**

A. **Understanding Sentence Structure**

1. Identify questions and statements. (S)

B. **Understanding the Use of Parts of Speech**

2. Identify action verbs in sentences. (S)
3. Identify words which name persons, animals, objects, or places in sentences. (S)
4. Use adjectives in sentences. (S)

II. **Punctuation**

A. **Understanding the Use of Periods**

1. Indicate that periods are used at the end of statements.

B. **Understanding the Use of Question Marks**

2. Indicate that question marks are used at the end of questions.

III. **Capitalization**

A. **Understanding the Use of Capitalization in Sentences**

1. Indicate that the first word in a sentence begins with a capital letter.

B. **Understanding the Use of Capitalization in Words**

2. Begin own name and initials with capital letters.
3. Indicate that names of persons begin with capital letters.

IV. Spelling

A. Developing Readiness for Spelling

1. Recognize letters at sight. (S)
2. Recognize and copy own first name from a model. (S, W)

B. Using Letter/Sound Relationships to Spell

3. Identify letter/sound relationships of initial consonants. (S)
4. Identify the initial consonant in a given word. (S)

V. Handwriting

A. Developing the Ability to Use Manuscript Writing

1. Use art and writing instruments to scribble, draw, and paint.
2. Identify basic shapes.
3. Identify letters of the alphabet.
4. Trace a horizontal line from left to right and a vertical line from top to bottom.
5. Copy horizontal and vertical lines from a model using correct directionality.
6. Trace parts of a circle.
7. Trace and copy basic strokes in manuscript letters from a model.
8. Match lowercase and uppercase letters to letter models.
9. Write letters and words voluntarily.
10. Copy own name from a model.

LEVEL 1

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words, phrases, or expressions that appeal to the student.
2. Indicate words and phrases the student associates with a topic of study or interest.
3. Suggest a word or phrase for a class collection of words and phrases that refer to properties of objects and to relative location.
4. Suggest a word for a class collection of words that refer to times of the day, week, or year.
5. Suggest a word or phrase for a class collection of words and phrases that refer to feelings.
6. Suggest a word or phrase for a class collection of words and phrases that refer to family members, friends, and school activities.
7. Participate in the development of a class web or diagram that shows relationships among a list of words produced by the students.
8. Discuss the context in which a collected word, phrase, or expression was used.
9. Identify words in familiar signs and labels.
10. Suggest a word that has the same or the opposite meaning as a word in a given context.

B. Developing Fluency in Oral Communication: Informal Speech

11. Discuss ideas about a topic informally with a classmate.
12. Speak on the topic in a group discussion or conversation.
13. Listen attentively to classmates in a group discussion or conversation.
14. Respond or ask questions in a group discussion or conversation.
15. Use appropriate posture when speaking.
16. Speak clearly and audibly.
17. Role-play different ways of answering or making a telephone call.
18. Role-play the appropriate procedure in making an emergency telephone call.

C. Developing Fluency in Written Communication: Journal Writing

19. Write a journal entry on a self-selected or assigned topic in class two or more times a week.
20. Develop ideas on a topic quickly and freely without concern for form, audience, coherence, spelling, or mechanics.
21. Select an entry and read it to the teacher or tell the teacher what the writing says.
22. Select an entry and read it to classmates.
23. Listen to the reactions and questions of classmates.
24. Ask a probing question about the content of a classmate's journal entry.
25. Observe the teacher writing thoughts and ideas expressed by the student in the student's journal.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse and excerpts from letters, notes, and greeting cards which express thoughts or feelings.

2. Tell about an experience in which the student had a thought or feeling similar to one expressed in a story or verse.
3. Tell about a situation in which the student experienced a particular thought or feeling.
4. Tell how a poem, music, work of art, drama, or natural phenomenon makes the student feel.
5. Discuss reasons for a character's thoughts or feelings in stories or excerpts from stories.
6. Collect words and phrases that describe feelings.

B. **Selecting a Thought or Feeling**

7. Select a thought or feeling to express.
8. Draw a picture about the thought or feeling.
9. Discuss the thought or feeling.

C. **Selecting a Form and Medium**

10. Discuss forms and media for expressing the thought or feeling.
11. Select a form and medium.
12. Discuss characteristics of the form and medium selected.

D. **Writing a First Draft**

13. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
14. Observe the teacher writing ideas expressed by the student.

E. **Developing Awareness of Audience**

15. Read the draft to the teacher or tell the teacher what the writing says.
16. Read the draft aloud to oneself and to a classmate(s) or tell the classmate(s) what the writing says.
17. Listen to the teacher's or a classmate's reactions and questions.
18. Indicate what the student likes best about a classmate's writing.

F. **Revising the Draft**

19. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
20. Discuss details that could be added to develop the thought or feeling and add them as appropriate.
21. Suggest a title for the draft.

G. **Editing the Draft**

22. Rewrite words or phrases as complete sentences.

H. **Proofreading and Preparing the Final Draft**

23. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
24. Write a legible final draft.
25. Proofread the final draft with the teacher.

I. **Developing Confidence and Interest in Writing and Speaking**

26. Select a writing and read it aloud or tape-record, display, present, or publish it.
27. Tell what the student likes best about a classmate's writing.

III. Writing and Telling Stories and Poems

A. Developing a Sense of Literary Form

1. Listen to or read stories, poems, and rhymes.
2. Retell or recite a familiar story, poem, or rhyme to classmates.
3. Discuss what the student likes best about stories, poems, and rhymes.
4. Discuss characters' problems and actions they take to resolve their problems.
5. Relate personal experiences to stories, poems, and rhymes heard or read.
6. Discuss how folk tales begin and end.
7. Observe dramatizations of stories, poems, and rhymes.
8. Dramatize a story, poem, or rhyme as a member of a group.
9. Observe as the teacher records a story or part of a story, poem, or rhyme told, retold, or recited by the student(s).
10. Discuss the characteristics of stories, poems, and rhymes.
11. Discuss similarities and differences in poems and rhymes.

B. Selecting an Idea for a Story, a Poem, or Rhyme

12. Draw or select a picture to write about.
13. Discuss ideas for developing a picture into a story, poem, or rhyme.

C. Selecting a Form and Medium

14. Discuss forms and media for writing or telling stories, poems, and rhymes.
15. Select a form and medium.
16. Discuss the characteristics of the form and medium selected.

D. Writing a First Draft

17. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
18. Observe an adult writing stories, poems, or rhymes told by the student.

E. Developing Awareness of Audience

19. Read the draft to the teacher or tell the teacher what the writing says.
20. Read the draft aloud to oneself and to a classmate(s).
21. Listen to the teacher's or a classmate's reactions and questions.
22. Indicate what the student likes best about a classmate's writing and give reasons.

F. Revising the Draft

23. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
24. Discuss details that could be added to the story and add them as appropriate.
25. Suggest a rhyming word or an alternative rhyming word for a poem or rhyme.
26. Suggest an additional or alternative line(s) for a poem or rhyme.
27. Suggest a title for the draft.

G. Editing the Draft

28. Rewrite words or phrases as complete sentences.
29. Rewrite words in a line of a poem to create rhythm.
30. Substitute rhyming for unrhyming words in a rhyme.
31. Suggest alternative rhyming words in a rhyme.

H. Proofreading and Preparing the Final Draft

32. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.

33. Write a legible final draft.
34. Proofread the final draft with the teacher.

I. Planning and Presenting Formal Oral Presentations

35. Read, tell, or recite the story or poem aloud to oneself.
36. Identify elements in the story or poem to be included in the presentation.
37. Draw a picture to accompany the presentation.
38. Read, tell, or recite the story or poem to a classmate(s).
39. Speak clearly and audibly.

J. Developing Confidence and Interest in Writing and Speaking

40. Tell what the student likes best about the student's own story, poem, or rhyme.
41. Tell what the student likes best about a classmate's story, poem, or rhyme.
42. Select a favorite from the student's collection of stories, poems, and rhymes and read it aloud or tape-record, dramatize, display, present, or publish it.

IV. Informing an Audience

A. Developing a Sense of Expository and Procedural Discourse

1. View informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to expository and procedural discourse.
4. Discuss the meaning of familiar signs and warnings.
5. Discuss the information gained from listening to expository and procedural discourse.

B. Making and Supporting Generalizations

6. State information the student knows about a topic.

C. Selecting a Topic

7. Name something of special interest for a class list of students' interests.
8. Draw or select a picture about a topic of interest or topic of study.
9. Select an object of interest and tell classmates about it.

D. Gathering, Recording, and Organizing Information

10. State information the student knows about the selected or assigned topic.
11. Suggest information for a web or list of facts about the topic.
12. Discuss with classmates a topic of interest or topic of study.
13. Discuss the correct sequence for a set of directions.

E. Selecting a Form and Medium

14. Discuss forms and media appropriate to the student's audience and message.
15. Select a form and medium.
16. Discuss characteristics of the selected or assigned form and medium.

F. Writing a First Draft

17. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
18. Observe an adult writing information or directions stated by the student.

G. Developing Awareness of Audience

19. Read the draft aloud to oneself and to a classmate(s).

20. Read the draft to the teacher or tell the teacher what the writing says.
21. Listen to a classmate's reactions and questions.
22. Ask a probing question about the content of a classmate's draft.
23. Listen to the teacher's or a classmate's reactions and questions.
24. Indicate what the student likes best about a classmate's writing.

H. **Revising the Draft**

25. Compare the characteristics of the student's draft with the characteristics of the selected or assigned form and revise as necessary.
26. Discuss details that could be added to develop the topic and add them as appropriate.
27. Discuss additional steps that could be added to a set of directions.
28. Reorder actions, steps, and events as necessary.
29. Suggest a title for the draft.

I. **Editing the Draft**

30. Rewrite words or phrases as complete sentences.

J. **Proofreading and Preparing the Final Draft**

31. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
32. Write a legible final draft.
33. Proofread the final draft with the teacher.

K. **Planning and Presenting Formal Oral Presentations**

34. Speak on a self-selected or assigned topic to a small or large group.
35. Use appropriate volume.
36. Speak clearly and audibly.
37. Use appropriate posture.

L. **Developing Confidence and Interest in Writing and Speaking**

38. Tell what the student likes best about the student's own writing or oral presentation.
39. Listen to classmates' reactions about the content of the student's writing or oral presentation.
40. Tell what the student likes best about a classmate's writing or oral presentation.
41. Select a favorite writing from the student's collection and read it aloud or tape-record, display, publish, or present it.

V. **Persuading an Audience**

A. **Developing a Sense of Persuasive Discourse**

1. Listen to a story or view a film or television program in which conflicting opinions are expressed.
2. Restate an opinion expressed by a story character.
3. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
4. Participate in discussing books, films, television programs, experiences, or topics about which students have varying opinions.
5. Give a reason for the student's opinion.
6. Tell whether the student has the same or a different opinion as one expressed by a classmate.

B. Making and Supporting Generalizations

7. State an opinion about a topic of study, topic of interest, book, film, television program, or experience.

C. Selecting a Topic

8. From a journal entry or other source, select a topic about which the student has an opinion.
9. Draw a picture about the topic selected by the student.
10. State an opinion about the topic selected by the student.

D. Supporting an Opinion

11. Discuss with a classmate reasons for the student's opinion.

E. Selecting a Form and Medium

12. Discuss forms and media appropriate to the audience and message.
13. Select a form and medium.
14. Discuss characteristics of the selected or assigned form and medium.

F. Writing a First Draft

15. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
16. Observe an adult writing an opinion expressed by the student.

G. Developing Awareness of Audience

17. Read the draft aloud to oneself and to a classmate(s).
18. Read the draft to the teacher or tell the teacher what the writing says.
19. Listen to a classmate's reactions and questions.

H. Revising the Draft

20. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
21. Discuss information to support the opinion and add it to the student's draft as appropriate.
22. Suggest a title for the draft.

I. Editing the Draft

23. Rewrite words or phrases into a complete sentence(s).

J. Proofreading and Preparing the Final Draft

24. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
25. Write a legible final draft.
26. Proofread the final draft with the teacher.

K. Planning and Presenting a Formal Oral Presentation

27. Speak on a self-selected or assigned topic to a small or large group.
28. Use appropriate volume.
29. Speak clearly and audibly.
30. Use appropriate posture.

L. Developing Confidence and Interest in Writing and Speaking

31. Tell what the student likes best about the student's own writing or oral presentation.

32. Listen to the classmates' reactions to the content of the student's writing or oral presentation.
33. Tell what the student likes best about a classmate's writing or oral presentation.
34. Select a favorite writing and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. **Usage and Grammar**

A. **Understanding Sentence Structure**
1. Identify questions and statements. (S, W)
2. State or write questions and statements. (S, W)
3. Rewrite a sentence fragment as a complete sentence. (W)
4. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers. (S)

B. **Understanding the Use of Parts of Speech**
5. Identify action verbs in sentences. (S, W)
6. Use a verb that agrees with the subject in person and number. (S)
7. Identify nouns in sentences. (S, W)
8. Use personal and singular possessive pronouns correctly. (S)
9. Use adjectives in sentences. (S, W)

II. **Punctuation**

A. **Understanding the Use of Periods**
1. Use a period at the end of a statement.

B. **Understanding the Use of Question Marks**
2. Use a question mark at the end of a question.

C. **Understanding the Use of Exclamation Marks**
3. Use an exclamation mark at the end of a sentence that expresses strong feeling.

D. **Understanding the Use of Commas**
4. Use a comma to separate the day of the month from the year.

III. **Capitalization**

A. **Understanding the Use of Capitalization in Sentences**
1. Begin the first word in a sentence with a capital letter.

B. **Understanding the Use of Capitalization in Words**
2. Begin own name and initials with capital letters.
3. Begin names of persons and places with capital letters.
4. Write the pronoun *I* with a capital letter.
5. Begin names of days of the week, months, and holidays with capital letters.

IV. Spelling

A. Developing Readiness for Spelling

1. Recognize letters at sight.
2. Write own name independently.

B. Using Letter/Sound Relationships to Spell

3. Identify letter/sound relationships of initial consonants, consonant blends, and digraphs.
4. Identify and write the initial consonant in a given word.
5. Spell words with familiar long and short vowel phonograms.

C. Using Word Structure to Spell

6. Spell plurals of words by adding *s*.

D. Applying Spelling Skills

7. Spell words most commonly used in writing.
8. Spell words from dictation.
9. Spell words dictated in sentences.

V. Handwriting

A. Developing the Ability to Use Manuscript Writing

1. Identify letters of the alphabet.
2. Position body, hand, paper, and writing instrument correctly for left-handedness or right-handedness.
3. Trace and draw forms and shapes.
4. Trace and draw circles in clockwise and counterclockwise direction.
5. Trace and write basic strokes in manuscript letters.
6. Write letters on the baseline.
7. Write letters using the midline and headline as guides.
8. Write letters from memory.
9. Copy lowercase and uppercase letters from a model.
10. Copy words with known letters from a model.
11. Identify letters in cursive form.
12. Write own name.
13. Write words from a dictated list.
14. Copy a sentence from a model.
15. Write a sentence from dictation.
16. Write numerals 0-9 from a model.
17. Write with appropriate size, spacing, alignment, and speed.
18. Evaluate the student's own handwriting skills.

LEVEL 2

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words, phrases, or expressions that appeal to the student.
2. Indicate words and phrases the student associates with a topic of study or interest.
3. Suggest a word or phrase for a class collection of words and phrases that refer to a sequence of events, motions, or actions.
4. Develop a web or diagram that shows relationships among a list of words produced by the students.
5. Discuss the context in which a collected word, phrase, or expression was used.
6. Suggest a word that has the same or the opposite meaning as a word in a given context.

B. Developing Fluency in Oral Communication: Informal Speech

7. Discuss ideas about a topic informally with a classmate.
8. Speak on the topic in a group discussion or conversation.
9. Listen attentively to classmates in a group discussion or conversation.
10. Respond or ask questions in a group discussion or conversation.
11. Use appropriate posture when speaking.
12. Speak clearly and audibly.

C. Developing Fluency in Written Communication: Journal Writing

13. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
14. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
15. Select an entry and read it to classmates.
16. Listen to reactions and questions of classmates.
17. Tell about a thought or feeling similar to one from a classmate's journal.
18. Ask a probing question about the content of a classmate's journal entry.
19. Discuss details that can be added to develop an entry.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse and excerpts from letters, notes, and greeting cards which express thoughts or feelings.
2. Tell about an experience in which the student had a thought or feeling similar to one expressed in a story or verse.
3. Tell about a situation in which the student experienced a particular thought or feeling.
4. Tell how a poem, music, work of art, drama, or natural phenomenon makes the student feel.
5. Discuss reasons for a character's thoughts or feelings in stories or excerpts from stories.
6. Collect words and phrases that describe feelings.
7. Discuss the characteristics of expressive discourse.

B. **Selecting a Thought or Feeling**

8. Select a thought or feeling that could be shared with others and developed further.
9. Draw a picture about the thought or feeling.
10. Discuss the thought or feeling.

C. **Selecting a Form and Medium**

11. Discuss forms and media for expressing the thought or feeling.
12. Select a form and medium.
13. Discuss the characteristics of the form and medium selected.

D. **Writing a First Draft**

14. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
15. Observe the teacher writing ideas expressed by the student.

E. **Developing Awareness of Audience**

16. Read the draft aloud to oneself and to a classmate(s).
17. Listen to a classmate's reactions and questions.
18. Indicate what the student likes best about a classmate's writing and give a reason.
19. Discuss a word or phrase that describes the thought or feeling.

F. **Revising the Draft**

20. Compare characteristics of the student's draft with characteristics of the form selected and revise as necessary.
21. Discuss details that could be added to develop the thought or feeling and add them as appropriate.
22. Suggest possible titles for the draft.
23. Select the best title and give reasons for choosing it.

G. **Editing the Draft**

24. Suggest an alternative beginning for a sentence that begins with the same words as other sentences in the draft.
25. Rewrite words or phrases as complete sentences.
26. Expand a selected sentence in the draft.

H. **Proofreading and Preparing the Final Draft**

27. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
28. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
29. Write a legible final draft.
30. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

31. Read the final draft aloud to a classmate(s).
32. Tell what the student likes best about a classmate's writing.
33. Select a favorite writing and read it aloud or tape-record, display, present, or publish it.

III. Writing and Telling Stories and Poems

A. **Developing a Sense of Literary Form**

1. Listen to and read stories, poems, and rhymes.

2. Retell or recite a familiar story, poem, or rhyme to classmates.
3. Discuss what the student likes best about stories, poems, and rhymes.
4. Discuss characters' problems and actions they take to resolve their problems.
5. Relate personal experiences to stories, poems, and rhymes heard or read.
6. Discuss how stories begin and end.
7. Discuss alternative titles for stories and poems heard or read.
8. Observe dramatizations of stories, poems, and rhymes.
9. Dramatize a story, poem, or rhyme as a member of a group.
10. Observe as the teacher records a story or part of a story, poem, or rhyme told, retold, or recited by the student(s).
11. Discuss the characteristics of stories, poems, and rhymes.
12. Discuss similarities and differences in poems and rhymes.

B. Selecting an Idea for a Story, Poem, or Rhyme

13. Select a topic from a journal entry or other source to develop into a story, poem, or rhyme.
14. Draw or select a picture to write about.
15. Discuss ideas for developing a picture into a story, poem, or rhyme.

C. Selecting a Form and Medium

16. Discuss forms and media for writing or telling stories, poems, and rhymes.
17. Select a form and medium.
18. Discuss the characteristics of the form and medium selected.

D. Writing a First Draft

19. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
20. Observe an adult writing stories, poems, or rhymes told by the student.

E. Developing Awareness of Audience

21. Read the draft aloud to oneself and to a classmate(s).
22. Listen to a classmate's reactions and questions.
23. Indicate what the student likes best about a classmate's writing and give reasons.

F. Revising the Draft

24. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
25. Discuss details that could be added to the story or poem and add them as appropriate.
26. Reorder actions and events in the story as necessary.
27. Reorder lines in a poem as necessary.
28. Discuss possible titles.
29. Choose the best title and give reasons for choosing it.

G. Editing the Draft

30. Rewrite words or phrases as complete sentences.
31. Suggest an alternative beginning for a sentence that begins with the same words as other sentences in the draft.
32. Suggest alternative rhyming words in a rhyme.
33. Rewrite a line of a poem to create rhythm.

H. **Proofreading and Preparing the Final Draft**

34. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
35. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
36. Write a legible final draft.
37. Proofread the final draft and make corrections.

I. **Planning and Presenting a Formal Oral Presentation**

38. Read, tell, or recite the story or poem aloud to oneself.
39. Identify elements in the story or poem to be included in the presentation.
40. Draw a picture to accompany the presentation.
41. Read, tell, or recite the story or poem to a classmate(s).
42. Speak clearly and audibly.

J. **Developing Confidence and Interest in Writing and Speaking**

43. Tell what the student likes best about the student's own story, poem, or rhyme.
44. Tell what the student likes best about a classmate's story.
45. Select a favorite from the student's collection of stories, poems, and rhymes and read it aloud or tape-record, dramatize, display, or publish it.

IV. **Informing an Audience**

A. **Developing a Sense of Expository and Procedural Discourse**

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to or read expository and procedural discourse.
4. Discuss the information gained from reading or listening to expository and procedural discourse.
5. Discuss the characteristics of expository and procedural discourse.

B. **Making and Supporting Generalizations**

6. Make a generalization about a topic of study or a topic of interest from a given list of facts or observations.
7. State information which supports the student's general statement.
8. Make a web of a student's general statement and supporting information.

C. **Selecting a Topic**

9. Select a topic from a list of topics developed by the student or a list of assigned topics.
10. Draw or select a picture about a topic of interest or topic of study.
11. Select an object of interest and tell classmates about it.

D. **Gathering, Recording, and Organizing Information**

12. List or state information the student knows about the selected or assigned topic.
13. Make a web or list of facts about the topic.
14. Discuss with classmates a topic of interest or a topic of study.
15. Discuss the correct sequence for a set of directions.

E. **Selecting a Form and Medium**

16. Discuss forms and media appropriate to the student's audience and message.
17. Select a form and medium.
18. Discuss characteristics of the selected or assigned form and medium.

F. Writing a First Draft

19. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.
20. Observe an adult writing information or directions stated by the student.

G. Developing Awareness of Audience

21. Read the draft aloud to oneself and to a classmate(s).
22. Listen to a classmate's reactions and questions.
23. Indicate the information the student finds most interesting or informative in a classmate's draft.
24. Ask a probing question about the content of a classmate's draft.

H. Revising the Draft

25. Compare the characteristics of the student's draft with the characteristics of the selected or assigned form and revise as necessary.
26. Discuss details that could be added to develop the topic and add them as appropriate.
27. Discuss additional steps that could be added to a set of directions.
28. Reorder actions, steps, and events as necessary.
29. Suggest an alternative sentence to begin the draft.
30. Suggest a title for the draft.

I. Editing the Draft

31. Rewrite words or phrases as complete sentences.
32. Expand a selected sentence.
33. Suggest alternative beginnings for sentences that begin with the same words.
34. Rewrite a set of directions as a list.

J. Proofreading and Preparing the Final Draft

35. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
36. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
37. Write a legible final draft.
38. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

39. Speak on a self-selected or assigned topic to a small or large group.
40. Use appropriate volume.
41. Speak clearly and audibly.
42. Use appropriate posture.

L. Developing Confidence and Interest in Writing and Speaking

43. Tell what the student likes best about the student's own writing or oral presentation.
44. Listen to classmates' reactions about the content of the student's writing or oral presentation.
45. Tell what the student likes best about a classmate's writing or oral presentation.
46. Select a favorite writing from the student's collection and read it aloud or tape-record, display, publish, or present it.

V. Persuading an Audience

A. Developing a Sense of Persuasive Discourse

1. Listen to a story, film, or television program in which conflicting opinions are expressed.
2. Restate an opinion expressed by a story character.
3. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
4. Participate in discussing books, films, television programs, experiences, or topics about which students have varying opinions.
5. Give a reason for the student's opinion.
6. Tell whether the student has the same or a different opinion as one expressed by a classmate.
7. Discuss the characteristics of persuasive discourse.

B. Making and Supporting Generalizations

8. State an opinion about a topic of study, topic of interest, book, film, or television program.
9. Indicate information which supports an opinion about a topic.
10. Make a web of the student's opinion and supporting information.

C. Selecting a Topic

11. From a journal entry or other source, select a topic about which the student has expressed an opinion.
12. Draw a picture about the topic selected by the student.
13. Write or rewrite a statement that expresses an opinion about the topic selected by the student.

D. Supporting an Opinion

14. Discuss with a classmate reasons for the student's opinion.
15. Make a web showing reasons for the student's opinion.

E. Selecting a Form and Medium

16. Discuss forms and media appropriate to the audience and the message.
17. Select a form and medium.
18. Discuss characteristics of the selected or assigned form and medium.

F. Writing a First Draft

19. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

20. Read the draft aloud to oneself and to a classmate(s).
21. Listen to a classmate's reactions and questions.
22. Identify the opinion in a classmate's draft.

H. Revising the Draft

23. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
24. Discuss information to support the opinion and add it to the student's draft as appropriate.
25. Suggest a title for the draft.

I. **Editing the Draft**

26. Rewrite words or phrases into a complete sentence(s).
27. Suggest alternative beginnings for sentences that begin with the same words.

J. **Proofreading and Preparing the Final Draft**

28. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
29. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
30. Write a legible final draft.
31. Proofread the final draft and make corrections.

K. **Planning and Presenting a Formal Oral Presentation**

32. Speak on a self-selected or assigned topic to a small or large group.
33. Use appropriate volume.
34. Speak clearly and audibly.
35. Use appropriate posture.

L. **Developing Confidence and Interest in Writing and Speaking**

36. Tell what the student likes best about the student's own writing or oral presentation.
37. Listen to classmates' reactions to the content of the student's writing or oral presentation.
38. Tell what the student likes best about a classmate's writing or oral presentation.
39. Select a favorite writing and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. **Usage and Grammar**

A. **Understanding Sentence Structure**

1. Identify questions, statements, commands, and exclamations. (S, W)
2. State or write questions, statements, commands, and exclamations. (S, W)
3. Identify the actor and action in an active voice sentence. (S)
4. Identify the simple subject and predicate in a simple active sentence. (S, W)
5. Rewrite a sentence fragment as a complete sentence. (W)
6. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers and/or prepositional phrases. (S, W)
7. Combine related sentences. (S)
8. Identify action verbs in sentences. (S, W)
9. Use a verb that agrees with the subject in person and number. (S)
10. Use past, present, and future tense verbs in sentences. (S, W)
11. Identify nouns in sentences. (S, W)
12. Use personal, singular possessive, and singular reflexive pronouns correctly. (S, W)
13. Substitute a pronoun for a noun or noun phrase. (S, W)
14. Identify the referent of a pronoun. (S, W)
15. Form the comparative and superlative degrees of adjectives correctly. (S, W)
16. Use determiners, adjectives, and adverbs correctly. (S)
17. Supply an appropriate noun, verb, or adjective in a sentence with a word deleted. (S, W)

II. Punctuation

A. Understanding the Use of Periods

1. Use a period at the end of a statement or command.
2. Use a period after initials and abbreviations of titles of persons.
3. Use a period after abbreviations of addresses.
4. Use a period after abbreviations of days of the week and months.
5. Use a period after abbreviations for customary units of measure.

B. Understanding the Use of Question Marks

6. Use a question mark at the end of a question.

C. Understanding the Use of Exclamation Marks

7. Use an exclamation mark at the end of a sentence that expresses strong feeling.

D. Understanding the Use of Commas

8. Use a comma to separate the day of the month from the year.
9. Use a comma to separate city from state.
10. Use commas after the greeting and closing in a letter.
11. Use commas to separate words in a series.

E. Understanding the Use of Apostrophes

12. Use an apostrophe to replace an omitted letter(s) in a contraction.
13. Use an apostrophe to show possession in a singular noun.

F. Understanding the Use of Colons

14. Use a colon between the hour and minutes to record time.

III. Capitalization

A. Understanding the Use of Capitalization in Sentences

1. Begin the first word in a sentence with a capital letter.
2. Begin the first word in a direct quotation with a capital letter.
3. Begin the first word in a line of poetry with a capital letter when appropriate.

B. Understanding the Use of Capitalization in Words

4. Begin names of persons and places with capital letters.
5. Write the pronoun *I* with a capital letter.
6. Write initials and begin titles of persons with capital letters.
7. Begin abbreviations of names of persons and places with capital letters.
8. Begin names of days of the week, months, and holidays with capital letters.

C. Understanding the Use of Capitalization in Titles

9. Begin the first and last word and other important words in titles of stories, poems, and books with capital letters.

D. Understanding the Use of Capitalization in Letters

10. Begin the first word in the greeting of a letter and the name(s) of the person(s) greeted with capital letters.
11. Begin the first word in the closing of a letter with a capital letter.

IV. Spelling

A. Using Letter/Sound Relationships to Spell

1. Spell words with familiar initial consonants, consonant blends, and digraphs.
2. Spell words with familiar long and short vowel phonograms.
3. Spell words with familiar *r* controlled vowels, vowel combinations, and diphthongs.
4. Spell words containing silent letters.

B. Using Word Structure to Spell

5. Spell words with inflected endings *s, es, 's, ed,* and *ing.*
6. Spell words which drop the final *e* when adding inflected endings.
7. Spell words with comparative and superlative endings *er* and *est.*
8. Spell familiar homophones, compound words, and contractions.

C. Applying Spelling Skills

9. Spell words most commonly used in writing.
10. Spell words from dictation.
11. Spell words dictated in sentences.
12. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript Writing

1. Position body, hand, paper, and writing instrument correctly for left-handedness or right-handedness.
2. Write all lowercase and uppercase letters in manuscript form.
3. Write words and sentences independently and from dictation.
4. Recognize similarities and differences in manuscript and cursive forms.
5. Write with appropriate size, spacing, alignment, and speed.
6. Evaluate the student's own handwriting skills.

LEVEL 3

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words and phrases the student associates with a topic of study, topic of interest, feelings, emotions, motions, or actions.
2. Collect words and phrases that refer to passage of time and relative location.
3. Develop a web or diagram that shows relationships among a list of words produced by the student(s).
4. Discuss the context in which a collected word, phrase, or expression was used.
5. Discuss words that could be substituted for a given word in a given context.
6. Suggest sensory details that describe a person, animal, or object the student is observing.

B. Developing Fluency in Oral Communication: Informal Speech

7. Discuss ideas for an extemporaneous speech informally with a classmate.
8. Prepare an extemporaneous speech within a given time limit.
9. Speak extemporaneously on a self-selected or assigned topic to a small or large group.
10. Tell what the student likes best about the student's own extemporaneous speech.
11. Listen to classmates' reactions about the effectiveness of the student's extemporaneous speech.
12. Compare a classmate's extemporaneous speech with the student's own extemporaneous speech on the same topic.
13. Speak on the topic in a group discussion or conversation.
14. Listen attentively to classmates in a group discussion or conversation.
15. Respond or ask questions in a group discussion or conversation.
16. Use appropriate posture when speaking.
17. Speak clearly and audibly.

C. Developing Fluency in Written Communication: Journal Writing

18. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
19. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
20. Select an entry and read it to classmates.
21. Compare the student's journal entry with classmates' entries written on a common topic.
22. Tell about a thought or feeling similar to one from a classmate's journal.
23. Ask a probing question about the content of a classmate's journal entry.
24. Discuss details that can be added to develop an entry.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse and excerpts from letters, notes, and greeting cards which express thoughts or feelings.

2. Tell about an experience in which the student had a thought or feeling similar to one expressed in a story or verse.
3. Discuss reasons for a character's thoughts or feelings in stories or excerpts from stories.
4. Collect words and phrases that describe feelings.
5. Discuss the characteristics of expressive discourse.

B. **Selecting a Thought or Feeling**

6. From journal entries, select a thought or feeling which could be shared with others and developed further.
7. Discuss the thought or feeling.

C. **Selecting a Form and Medium**

8. Discuss forms and media for expressing the thought or feeling.
9. Select a form and medium.
10. Discuss characteristics of the form and medium selected.

D. **Writing a First Draft**

11. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. **Developing Awareness of Audience**

12. Read the draft aloud to oneself and to a classmate(s).
13. Listen to a classmate's reactions and questions.
14. Indicate what the student likes best about a classmate's writing and give a reason.
15. Discuss a word or phrase that describes the thought or feeling.

F. **Revising the Draft**

16. Compare the characteristics of the student's draft with characteristics of the form selected and revise as necessary.
17. Discuss details that could be added to develop the thought or feeling and add them as appropriate.
18. Suggest possible titles for the draft.
19. Select the best title and give reasons for choosing it.

G. **Editing the Draft**

20. Suggest a word that can be substituted for an unnecessarily repeated word.
21. Suggest alternative beginnings for sentences that begin with the same words.
22. Expand a selected sentence in the draft.

H. **Proofreading and Preparing the Final Draft**

23. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
24. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
25. Write a legible final draft.
26. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

27. Read the final draft aloud to a classmate(s).
28. Tell what the student likes best about the student's own writing.
29. Tell what the student likes best about a classmate's writing.
30. Select a favorite writing and read it aloud or tape-record, display, present, or publish it.

III. Writing and Telling Stories and Poems

A. Developing a Sense of Literary Form

1. Listen to and read stories and poems.
2. Retell a familiar story or poem to classmates.
3. Discuss what the student likes best about stories and poems.
4. Discuss characters' problems and actions they take to resolve their problems.
5. Relate personal experiences to stories and poems heard or read.
6. Discuss the beginnings and endings of stories and poems heard or read.
7. Discuss alternative titles for stories and poems heard or read.
8. Participate in storytelling and poetry reading about real and imaginary events.
9. Observe dramatizations of stories and poems.
10. Dramatize a story or a poem as a member of a group.
11. Read aloud or recite a story, part of a story, or poem independently or as a member of a group.
12. Discuss the characteristics of stories and poems.

B. Selecting an Idea for a Story or Poem

13. Select a topic from a journal entry or other source to develop into a story or a poem.
14. Discuss ideas for developing the topic into a story or a poem.
15. Draw or select a picture to write about.

C. Selecting a Form and Medium

16. Discuss forms and media for writing or telling stories and poems.
17. Select a form and medium.
18. Discuss the characteristics of the form and medium selected.

D. Writing a First Draft

19. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

20. Read the draft aloud to oneself and to a classmate(s).
21. Listen to a classmate's reactions and questions.
22. Indicate what the student likes best about a classmate's writing and give reasons.
23. Discuss the sequence of events in a classmate's draft of a story.
24. Discuss the topic and focus of a classmate's draft of a poem.
25. Discuss sensory appeal in a classmate's draft of a story or poem.

F. Revising the Draft

26. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
27. Change the sequence of events as necessary to develop the plot of the story.
28. Discuss details that could be added to the story or poem and add them as appropriate.
29. Add sensory details to the story or poem.
30. Reorder lines of a poem as necessary.
31. Rewrite a line of a poem to create rhythm.
32. Identify unclear pronoun references in a classmate's draft.
33. Discuss alternative beginnings, endings, and titles for the story or poem.
34. Choose the best beginning, ending, and title for the story or poem and give reasons for choosing them.

G. **Editing the Draft**

35. Indicate other words that can be substituted for *said* in dialogue.
36. Add transition words to clarify time sequence.
37. Rewrite sentence fragments as complete sentences as appropriate.
38. Clarify unclear pronoun references.
39. Suggest alternative beginnings for sentences that begin with the same words.
40. Substitute words and phrases for words and phrases with inappropriate connotations.

H. **Proofreading and Preparing the Final Draft**

41. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
42. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
43. Write a legible final draft.
44. Proofread the final draft and make corrections.

I. **Planning and Presenting a Formal Oral Presentation**

45. Read, tell, or recite the story or poem aloud to oneself.
46. Plan the presentation for a given setting and time limit.
47. Identify elements in the story or poem for emphasis.
48. Select a beginning and ending for the presentation.
49. Plan and prepare appropriate audio or visual aids.
50. Rehearse the presentation alone or before an audience.
51. Listen to a classmate's or adult's reactions to the effectiveness of the rehearsed presentation.
52. Read, tell, or recite the story or poem to a small or large group.
53. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
54. Use audio or visual aids appropriately to enhance the presentation.

J. **Developing Confidence and Interest in Writing and Speaking**

55. Tell what the student likes best about the student's own story or poem.
56. Listen to classmates' reactions to the student's writing or speech.
57. Tell what the student likes best about a classmate's story or poem.
58. Select a favorite story and poem from the student's collection of stories and read them aloud or tape-record, dramatize, display, present or publish them.

IV. **Informing an Audience**

A. **Developing a Sense of Expository and Procedural Discourse**

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to or read expository and procedural discourse.
4. Discuss the information gained from reading or listening to expository and procedural discourse.
5. Discuss the characteristics of expository and procedural discourse.

B. **Making and Supporting Generalizations**

6. Make a generalization(s) about a topic of study or topic of interest from a given list of facts.
7. State information which supports the student's general statement.
8. Make a web of the student's general statement and supporting information.

C. **Selecting a Topic**

9. Select a topic from a list of topics developed by the student or a list of assigned topics.
10. Draw or select a picture about a topic of interest or topic of study.

D. **Gathering, Recording, and Organizing Information**

11. List or state information the student knows about the selected or assigned topic.
12. Discuss possible sources of additional information about a topic.
13. Gather information about a selected topic.
14. Make a web or list of facts about the topic.
15. Discuss with classmates the information gained about a topic.
16. Discuss the correct sequence for a set of directions.
17. Delete irrelevant information.

E. **Selecting a Form and Medium**

18. Discuss forms and media appropriate to the student's audience and message.
19. Select a form and medium.
20. Discuss characteristics of the selected or assigned form and medium.

F. **Writing a First Draft**

21. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. **Developing Awareness of Audience**

22. Read the draft aloud to oneself and to a classmate.
23. Listen to a classmate's reactions and questions.
24. Indicate the information the student finds most interesting or informative in a classmate's draft.
25. Ask a probing question about the content of a classmate's draft.

H. **Revising the Draft**

26. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
27. Identify the main idea in the draft and discuss ways of expressing it.
28. Select the best way of expressing the main idea.
29. Delete irrelevant information from the draft.
30. Discuss details that could be added to develop the topic and add them as appropriate.
31. Add additional steps to a set of directions as appropriate.
32. Reorder actions, steps, and events as necessary.
33. Identify unclear pronoun references in a classmate's draft.
34. Suggest an alternative sentence(s) to begin or end the draft.
35. Suggest a title for the draft.

I. **Editing the Draft**

36. Indicate ways of combining related sentences, and combine them as appropriate.
37. Expand a selected sentence.
38. Rewrite sentence fragments as complete sentences as appropriate.
39. Clarify unclear pronoun references.
40. Suggest alternative beginnings for sentences that begin with the same words.
41. Rewrite sentences for directions as a sequence of steps.

J. **Proofreading and Preparing the Final Draft**

42. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
43. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
44. Write a legible final draft.
45. Proofread the final draft and make corrections.

K. **Planning and Presenting a Formal Oral Presentation**

46. Plan an oral presentation for a given setting and time limit.
47. Plan and prepare appropriate visual aids.
48. Speak on the prepared topic to a small or large group.
49. Use appropriate volume.
50. Speak clearly and audibly.
51. Use appropriate posture.
52. Use audio or visual aids appropriately to enhance the presentation.

L. **Developing Confidence and Interest in Writing and Speaking**

53. Tell what the student likes best about the student's own writing or oral presentation.
54. Listen to classmates' reactions about the effectiveness of the student's oral presentation.
55. Tell what the student learned while writing or speaking.
56. Tell what the student likes best about a classmate's writing or oral presentation.
57. Select a favorite writing from the student's collection and read it aloud or tape-record, display, publish, or present it.

V. **Persuading an Audience**

A. **Developing a Sense of Persuasive Discourse**

1. Tell how a character in a story, film, or television program attempts to persuade another character to do something.
2. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
3. Participate in discussing books, films, television programs, incidents, or issues about which students have varying opinions.
4. Listen to and view commercials and read advertisements and discuss their effectiveness.
5. Discuss the characteristics of persuasive discourse.

B. **Making and Supporting Generalizations**

6. State an opinion about a topic of study, topic of interest, book, film, or television program.
7. Indicate information which supports an opinion about a topic.
8. Make a web of the student's opinion and supporting information.

C. **Selecting a Topic**

9. From a journal entry or other source, select a topic about which the student has expressed an opinion.
10. Write or rewrite a statement that expresses an opinion about the topic selected by the student.

D. **Supporting an Opinion**
   11. Discuss with a classmate reasons for the student's opinion.
   12. Make a web or list of reasons for the student's opinion.

E. **Selecting a Form and Medium**
   13. Discuss forms and media appropriate to the audience and message.
   14. Select a form and medium.
   15. Discuss the characteristics of the selected or assigned form and medium.

F. **Writing a First Draft**
   16. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. **Developing Awareness of Audience**
   17. Read the draft aloud to oneself and to a classmate(s).
   18. Listen to a classmate's reactions and questions.
   19. Identify a general statement(s) of opinion and supporting information in a classmate's draft.
   20. Discuss and select an appropriate audience for the student's message.

H. **Revising the Draft**
   21. Compare the characteristics of the student's draft and the form selected and revise as necessary.
   22. Discuss information to support the opinion and add it to the student's draft as appropriate.
   23. Delete information which does not support the opinion and give reasons.
   24. Identify unclear pronoun references in a classmate's draft.
   25. Suggest a title for the draft.

I. **Editing the Draft**
   26. Rewrite sentence fragments as complete sentences as appropriate.
   27. Clarify unclear pronoun references.
   28. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.

J. **Proofreading and Preparing the Final Draft**
   29. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
   30. Proofread the draft with a classmate for usage and grammar, punctuation, capitalization, and spelling as selected by the teacher.
   31. Write a legible final draft.
   32. Proofread the final draft and make corrections.

K. **Planning and Presenting a Formal Oral Presentation**
   33. Plan an oral presentation for a given setting and time limit.
   34. Plan and prepare appropriate visual aids.
   35. Speak on the prepared topic to a small or large group.
   36. Use appropriate volume.
   37. Speak clearly and audibly.
   38. Use appropriate posture.
   39. Use audio or visual aids appropriately to enhance the presentation.

L. **Developing Confidence and Interest in Writing and Speaking**

40. Tell what the student likes best about the student's own writing or oral presentation.
41. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
42. Tell what the student learned while writing or speaking.
43. Tell what the student likes best about a classmate's writing or oral presentation.
44. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. **Usage and Grammar**

A. **Understanding Sentence Structure**

1. Identify questions, statements, commands, and exclamations. (S, W)
2. State or write questions, statements, commands, and exclamations. (S, W)
3. Rewrite a question as a statement. (W)
4. Identify the actor, action, and direct object in an active voice sentence. (S, W)
5. Identify the simple subject and predicate in a simple active sentence. (S, W)
6. Identify a sentence fragment in context. (S, W)
7. Rewrite a sentence fragment as a complete sentence. (W)
8. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers and/or prepositional phrases. (S, W)
9. Combine related sentences. (S)

B. **Understanding the Use of Parts of Speech**

10. Use a verb that agrees with the subject in person and number. (S, W)
11. Use past, present, and future tense verbs in sentences. (S, W)
12. Use irregular past tense verb forms correctly. (S, W)
13. Use auxiliary verbs correctly. (S, W)
14. Use commonly confused verb forms correctly. (S)
15. Use personal, possessive, and reflexive pronouns correctly. (S, W)
16. Substitute a pronoun for a noun or noun phrase. (S, W)
17. Identify the referent of a pronoun. (S, W)
18. Use the comparative and superlative degrees of adjectives correctly. (S, W)
19. Use determiners, adjectives, and adverbs correctly. (S)
20. Supply an appropriate noun, verb, adjective, or adverb in a sentence with a word deleted. (S, W)

II. **Punctuation**

A. **Understanding the Use of Periods**

1. Use a period at the end of a statement or command.
2. Use a period after initials and abbreviations of titles of persons.
3. Use a period after abbreviations of addresses.
4. Use a period after abbreviations of days of the week and months.
5. Use a period after abbreviations for customary units of measure.
6. Use a period after abbreviations for geographic land forms.

B. Understanding the Use of Question Marks

7. Use a question mark at the end of a question.

C. Understanding the Use of Exclamation Marks

8. Use an exclamation mark at the end of a sentence that expresses strong feeling.

D. Understanding the Use of Commas

9. Use a comma to separate the day of the month from the year.
10. Use a comma to separate city from state.
11. Use commas after the greeting and closing in a letter.
12. Use commas to separate words or phrases in a series.
13. Use a comma to represent place value in numerals that represent numbers 1,000 and above.

E. Understanding the Use of Apostrophes

14. Use an apostrophe to replace an omitted letter(s) in a contraction.
15. Use an apostrophe to show possession in singular or plural nouns.

F. Understanding the Use of Quotation Marks

16. Use quotation marks to enclose direct quotations.
17. Use correct internal punctuation in direct quotations.

G. Understanding the Use of Hyphens

18. Use a hyphen to divide words between syllables at the end of a line.

H. Understanding the Use of Colons

19. Use a colon between the hour and minutes to record time.

III. Capitalization

A. Understanding the Use of Capitalization in Sentences

1. Begin the first word in a sentence with a capital letter.
2. Begin the first word in a direct quotation with a capital letter.
3. Begin the first word in a line of poetry with a capital letter when appropriate.

B. Understanding the Use of Capitalization in Words

4. Begin proper nouns and adjectives with capital letters.
5. Write the pronoun *I* with a capital letter.
6. Write initials and begin titles of persons with capital letters.
7. Begin abbreviations of proper nouns and adjectives with capital letters.

C. Understanding the Use of Capitalization in Titles

8. Begin the first and last word and other important words in titles of stories, poems, books, magazines, newspapers, plays, and songs with capital letters.

D. Understanding the Use of Capitalization in Letters

9. Begin the first word in the greeting of a letter and the name(s) of the person(s) greeted with capital letters.
10. Begin the first word in the closing of a letter with a capital letter.

IV. Spelling

A. Using Letter/Sound Relationships to Spell

1. Spell words with familiar initial consonants, consonant blends, and digraphs.
2. Spell words with familiar long and short vowel phonograms.
3. Spell words with *r* controlled vowels, familiar vowel combinations and familiar diphthongs.
4. Spell words containing silent letters.

B. Using Word Structure to Spell

5. Spell words with inflected endings *s, es, 's, s', ed,* and *ing.*
6. Spell irregular plurals of words.
7. Spell words which drop the final *e* when adding inflected endings.
8. Spell words which change final *y* to *i* before adding inflected endings.
9. Spell words which double the final consonant when adding inflected endings.
10. Spell words with comparative and superlative endings *er* and *est.*
11. Identify a base word and its prefix or suffix.
12. Spell familiar homophones, compound words, abbreviations, and contractions.

C. Applying Spelling Skills

13. Spell words most commonly used in writing.
14. Spell words from dictation.
15. Spell words dictated in sentences.
16. Use a spelling glossary as a reference.
17. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript and Cursive Writing

1. Position body, hand, paper, and writing instrument correctly for left-handedness or right-handedness.
2. Write fluently and independently in manuscript.
3. Recognize similarities and differences in manuscript and cursive forms.
4. Begin to write independently in cursive form.
5. Write the lowercase and uppercase cursive letters from a model.
6. Write lowercase letter combinations in cursive from a model.
7. Connect uppercase letters to lowercase letters when appropriate.
8. Write words and sentences in cursive from a model and from dictation.
9. Write with appropriate size, slant, spacing, alignment, and speed.
10. Evaluate the student's own handwriting skills.

LEVEL 4

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words and phrases the student associates with a topic of study, a topic of interest, feelings, emotions, motions, or actions.
2. Discuss the context in which a collected word, phrase, or expression was used.
3. Indicate a set of specific nouns for a noun representing a general category.
4. Given two nouns for the same referent, select the more specific noun.
5. Develop a web or diagram to show relationships among a list of words produced by the student(s).
6. Discuss words that could be substituted for a given word in a given context.
7. Indicate details that could be used to illustrate a given character trait, feeling, or emotion.
8. Suggest sensory details that describe a person, animal, object, or place the student is observing.

B. Developing Fluency in Oral Communication: Informal Speech

9. Discuss ideas for an extemporaneous speech informally with a classmate.
10. Prepare an extemporaneous speech within a given time limit.
11. Speak extemporaneously on a self-selected or assigned topic to a small or large group.
12. Tell what the student likes best about the student's own extemporaneous speech.
13. Listen to classmates' reactions about the effectiveness of the student's extemporaneous speech.
14. Compare a classmate's extemporaneous speech with the student's extemporaneous speech on the same topic.
15. Speak on the topic in a group discussion or conversation.
16. Listen attentively to classmates in a group discussion or conversation.
17. Respond or ask questions in a group discussion or conversation.
18. Use appropriate posture when speaking.
19. Speak clearly and audibly.

C. Developing Fluency in Written Communication: Journal Writing

20. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
21. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
22. Select an entry and read it to classmates.
23. Compare the student's journal entry with classmates' entries written on a common topic.
24. Tell about a thought, feeling, observation, or experience similar to one from a classmate's journal.
25. Ask a probing question about the content of a classmate's journal entry.
26. Suggest details that could be added to develop a journal entry.

II. Expressing Thoughts and Feelings.

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse, letters, and other forms which express thoughts or feelings.
2. Select a song, poem, letter, or other form that expresses a thought or feeling, and read it to classmates.
3. Discuss reasons for a character's thoughts or feelings in stories or excerpts from stories.
4. Dramatize the feelings expressed in a story or poem.
5. Collect words and phrases that describe feelings
6. Discuss the characteristics of expressive discourse.

B. Selecting a Thought or Feeling

7. From journal entries, select a thought or feeling which could be shared with others and developed further.
8. Discuss additional details for developing the thought or feeling.

C. Selecting a Form and Medium

9. Discuss forms and media for expressing the thought or feeling.
10. Select a form and medium.
11. Discuss characteristics of the form and medium selected.

D. Writing a First Draft

12. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

13. Read the draft aloud to oneself and to a classmate(s).
14. Listen to a classmate's reactions and questions.
15. Indicate what the student likes best about a classmate's writing and give reasons.
16. Discuss a part of a classmate's writing that best represents the thought or feeling.

F. Revising the Draft

17. Compare the characteristics of the student's draft with characteristics of the form selected and revise as necessary.
18. Discuss details that could be added to develop the thought or feeling.
19. Delete details that do not develop the thought or feeling.
20. Discuss possible titles for the draft and select the best title.

G. Editing the Draft

21. Suggest a word that can be substituted for an unnecessarily repeated word.
22. Suggest alternative beginnings for sentences that begin with the same words.
23. Substitute concrete, specific nouns and verbs for general nouns and verbs as appropriate.
24. Expand a selected sentence in a draft.

H. Proofreading and Preparing the Final Draft

25. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
26. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
27. Write a legible final draft.
28. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

29. Read the final draft aloud to a classmate(s).
30. Tell what the student likes best about the student's own writing.
31. Tell what the student likes best about a classmate's writing.
32. Select a favorite writing and read it aloud or tape-record, display, present, or publish it.

III. **Writing and Telling Stories and Poems**

A. **Developing a Sense of Literary Form**

1. Listen to and read stories and poems.
2. Retell a familiar story or poem to classmates.
3. Discuss what the student likes best about stories and poems.
4. Discuss characters' problems and actions they take to resolve their problems.
5. Discuss how the traits of characters are revealed through their actions and speech.
6. Relate personal experiences to stories and poems heard or read.
7. Discuss alternative titles for stories and poems heard or read.
8. Participate in storytelling and poetry reading about real and imaginary events.
9. Observe dramatizations of stories and poems.
10. Dramatize a story or poem as a member of a group.
11. Read aloud or recite a story, part of a story, or poem independently or as a member of a group.
12. Identify similes and metaphors in stories and poems and discuss their meanings.
13. Identify repeated sound patterns in stories and poems and discuss their effects.
14. Identify rhythmic patterns in poems and discuss their effects.
15. Discuss the characteristics of narrative and poetic discourse.

B. **Selecting an Idea for a Story or Poem**

16. Select a topic from a journal entry or other source to develop into a story or a poem.
17. Discuss ideas for developing the topic into a story or a poem.

C. **Selecting a Form and Medium**

18. Discuss forms and media for writing or telling stories and poems.
19. Select a form and medium.
20. Discuss the characteristics of the form and medium selected.

D. **Writing a First Draft**

21. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. **Developing Awareness of Audience**

22. Read the draft aloud to oneself and to a classmate(s).
23. Listen to a classmate's reactions and questions.
24. Indicate what the student likes best about a classmate's writing and give reasons.
25. Discuss a character's main problem and the resolution of the problem in a classmate's draft of a story.
26. Discuss the sequence of events of a classmate's draft of a story.
27. Discuss the topic and focus of a classmate's draft of a poem.
28. Discuss sensory appeal in a classmate's draft of a poem.

F. **Revising the Draft**

29. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.

30. Change the sequence of events as necessary to develop the plot of the story.
31. Add details to explain a character's actions and feelings.
32. Add dialogue to the story as appropriate.
33. Add sensory details to the story or poem.
34. Reorder lines of a poem as necessary.
35. Rewrite a line of a poem to create rhythm.
36. Identify unclear pronoun references in a classmate's draft.
37. Discuss alternative beginnings, endings, and titles for the story or poem.
38. Choose the best beginning, ending, and title for the story or poem and give reasons for choosing them.

G. **Editing the Draft**

39. Indicate where incidents begin and end by starting new paragraphs.
40. Indicate a change of speaker by starting a new paragraph.
41. Add transition words to clarify time sequence.
42. Rewrite sentence fragments as complete sentences as appropriate.
43. Rewrite run-on sentences.
44. Clarify unclear pronoun references.
45. Substitute other words and phrases for unnecessarily repeated words and phrases.
46. Substitute words and phrases for words and phrases with inappropriate connotations.
47. Substitute concrete, specific nouns and verbs for more general nouns and verbs.

H. **Proofreading and Preparing the Final Draft**

48. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
49. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
50. Write a legible final draft.
51. Proofread the final draft and make corrections.

I. **Planning and Presenting a Formal Oral Presentation**

52. Read, tell, or recite the story or poem aloud to oneself.
53. Plan the presentation for a given setting and time limit.
54. Identify elements in the story or poem for emphasis.
55. Identify character traits, events, and ideas that can be portrayed orally and visually.
56. Plan gestures and movements to emphasize appropriate elements in the story or poem.
57. Select a beginning and ending for the presentation.
58. Plan and prepare appropriate audio or visual aids.
59. Rehearse the presentation alone or before an audience.
60. Listen to a classmate's or adult's reactions to the effectiveness of the rehearsed presentation and make changes as appropriate.
61. Read, tell, or recite the story or poem to a small or large group.
62. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
63. Use audio or visual aids appropriately to enhance the presentation.

J. **Developing Confidence and Interest in Writing and Speaking**

64. Tell what the student likes best about the student's own story or poem.
65. Listen to classmates' reactions to the student's writing or speech.
66. Tell what the student likes best about a classmate's story or poem.
67. Select a favorite story and poem from the student's collection of stories and read them aloud or tape-record, dramatize, display, present, or publish them.

IV. Informing an Audience

A. Developing a Sense of Expository and Procedural Discourse

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to or read expository and procedural discourse.
4. Discuss information gained from reading or listening to expository and procedural discourse.
5. Discuss the characteristics of expository and procedural discourse.

B. Making and Supporting Generalizations

6. Make a generalization(s) about a topic of study, topic of interest, or current event from a given list of facts.
7. List or state information which supports the student's general statement.
8. Make a web or outline of the student's general statement and supporting information.

C. Selecting a Topic

9. Select a topic from a list of topics developed by the student or a list of assigned topics.

D. Gathering, Recording, and Organizing Information

10. List or state information the student knows about the selected or assigned topic.
11. Discuss possible sources of additional information about a topic.
12. Take brief notes on information gained from a source or sources selected by the student.
13. Make a web or list of facts about the topic.
14. Discuss with classmates the information gained about a topic.
15. Discuss the correct sequence for a set of directions.
16. Delete irrelevant information and identify additional information the student needs.

E. Selecting a Form and Medium

17. Discuss forms and media appropriate to the student's audience and message.
18. Select a form and medium.
19. Discuss characteristics of the selected or assigned form and medium.

F. Writing a First Draft

20. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

21. Read the draft aloud to oneself and to a classmate(s).
22. Listen to a classmate's reactions and questions.
23. Indicate the information the student finds most interesting or informative in a classmate's draft.
24. Ask a probing question about the content of a classmate's draft.
25. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

26. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
27. Identify the main idea in the draft and discuss ways of expressing it.
28. Select the best way of expressing the idea and give reasons.

29. Discuss the organization of the draft and alternative ways of organizing the information.
30. Add additional steps to a set of directions as necessary.
31. Reorder actions, steps, and events as necessary.
32. Delete irrelevant information from the draft and suggest details that could be added to develop the topic.
33. Identify unclear pronoun references in a classmate's draft.
34. Discuss alternative beginnings, endings, and titles for the draft.
35. Choose the best beginning, ending, and title for the draft and give reasons for choosing them.

I. Editing the Draft

36. Group related sentences in paragraphs.
37. Indicate ways of combining sentences, and combine them as appropriate.
38. Expand a selected sentence.
39. Rewrite sentence fragments as complete sentences as appropriate.
40. Rewrite run-on sentences.
41. Clarify unclear pronoun references.
42. Rewrite sentences for directions as a sequence of steps.
43. Substitute concrete, specific language for more general language.
44. Suggest alternative beginnings for sentences that begin with the same words.

J. Proofreading and Preparing the Final Draft

45. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
46. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
47. Write a legible final draft.
48. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

49. Write notes as a guide for speaking.
50. Plan an oral presentation for a given setting and time limit.
51. Plan and prepare appropriate audio or visual aids.
52. Rehearse the presentation alone or before an audience.
53. Listen to a classmate's or adult's reactions about the clarity and conciseness of the rehearsed presentation and make changes as appropriate.
54. Speak on the prepared topic to a small or large group.
55. Adjust posture and position as appropriate while speaking.
56. Use appropriate eye contact while speaking.
57. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
58. Use tone of voice to convey meaning or mood.
59. Use notes appropriately while speaking.
60. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

61. Tell what the student likes best about the student's own writing or oral presentation.
62. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
63. Tell what the student learned while writing or speaking.
64. Tell what the student likes best about a classmate's writing or oral presentation.
65. Select a favorite writing from the student's collection and read it aloud or tape-record, display, publish, or present it.

V. Persuading an Audience

A. Developing a Sense of Persuasive Discourse

1. Tell how a character in a story, film, or television program attempts to persuade another character to do something.
2. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
3. Participate in discussing books, films, television programs, issues, or incidents about which students have varying opinions.
4. Listen to and view commercials and read advertisements for competing products and discuss their effectiveness.
5. Discuss the characteristics of persuasive discourse.

B. Making and Supporting Generalizations

6. State an opinion about a topic of study, topic of interest, current issue, book, film, or television program.
7. Indicate information which supports an opinion about a topic.
8. Make a web or outline of the student's opinion and supporting information.

C. Selecting a Topic

9. From a journal entry or other source, select a topic about which the student has expressed an opinion.
10. Write or rewrite a statement that expresses an opinion about the topic selected by the student.

D. Supporting an Opinion

11. Discuss with a classmate reasons for the student's opinion.
12. Make a web or list of reasons for the student's opinion.

E. Selecting a Form and Medium

13. Discuss forms and media appropriate to the audience and message.
14. Select a form and medium.
15. Discuss characteristics of the selected or assigned form.

F. Writing a First Draft

16. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

17. Read the draft aloud to oneself and to a classmate(s).
18. Listen to a classmate's reactions and questions.
19. Identify a general statement(s) of opinion and supporting information in a classmate's draft.
20. Indicate the supporting information the student finds most and least persuasive in a classmate's draft and give reasons.
21. Identify persuasive words and phrases in a classmate's draft.
22. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

23. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
24. Discuss information to support the opinion and add it to the student's draft as appropriate.

25. Add persuasive words and phrases to the student's draft as necessary.
26. Delete information which does not support the general statement(s) and give reasons.
27. Identify unclear pronoun references in a classmate's draft.
28. Suggest a title for the draft.

I. **Editing the Draft**

29. Rewrite sentence fragments as complete sentences as appropriate.
30. Clarify unclear pronoun references.
31. Substitute appropriate words or phrases for words and phrases inappropriate to the audience.

J. **Proofreading and Preparing the Final Draft**

32. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
33. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
34. Write a legible final draft.
35. Proofread the final draft and make corrections.

K. **Planning and Presenting a Formal Oral Presentation**

36. Write notes as a guide for speaking.
37. Plan an oral presentation for a given setting and time limit.
38. Plan and prepare appropriate audio or visual aids.
39. Rehearse the presentation alone or before an audience.
40. Listen to a classmate's or adult's reactions about the clarity and conciseness of the rehearsed presentation and make changes as appropriate.
41. Speak on the prepared topic to a small or large group.
42. Adjust posture and position as appropriate while speaking.
43. Use appropriate eye contact while speaking.
44. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
45. Use tone of voice to convey meaning and mood.
46. Use notes appropriately while speaking.
47. Use audio or visual supports appropriately to enhance the presentation.
48. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.

L. **Developing Confidence and Interest in Writing and Speaking**

49. Tell what the student likes best about the student's own writing or oral presentation.
50. Tell what the student learned while writing or speaking.
51. Tell what the student likes best about a classmate's writing or oral presentation.
52. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. **Usage and Grammar**

A. **Understanding Sentence Structure**

1. State or write questions, statements, commands, and exclamations. (S, W)

2. Rewrite a question as a statement. (W)
3. Identify the actor, action, and direct object in an active voice sentence. (S, W)
4. Identify the subject(s) and predicate(s) in a simple or compound sentence. (S, W)
5. Identify a sentence fragment in context. (S, W)
6. Rewrite a sentence fragment as a complete sentence. (S, W)
7. Identify a run-on sentence in context. (S, W)
8. Rewrite a run-on sentence as two or more sentences. (W)
9. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers and/or prepositional phrases. (S, W)
10. Combine related sentences. (S, W)

B. Understanding the Use of Parts of Speech

11. Use a verb that agrees with the subject in person and number. (S, W)
12. Use past, present, and future tense verbs in sentences. (S, W)
13. Use irregular past tense verb forms correctly. (S, W)
14. Use auxiliary verbs correctly. (S, W)
15. Use commonly confused verbs/verb forms correctly. (S)
16. Use personal, possessive, reflexive, and demonstrative pronouns correctly. (S, W)
17. Identify the referent of a pronoun. (S, W)
18. Use the comparative and superlative degrees of adjectives correctly. (S, W)
19. Use determiners, adjectives, and adverbs correctly. (S, W)
20. Supply an appropriate noun, verb, adjective, or adverb in a sentence with a word deleted. (S, W)

II. Punctuation

A. Understanding the Use of Periods

1. Use a period at the end of a statement or command.
2. Use a period after initials and abbreviations.
3. Use a period after numerals and letters in an outline.

B. Understanding the Use of Question Marks

4. Use a question mark at the end of a question.

C. Understanding the Use of Exclamation Marks

5. Use an exclamation mark at the end of a sentence that expresses strong feeling.

D. Understanding the Use of Commas

6. Use a comma to separate the day of the month from the year.
7. Use a comma to separate city or county from state and to separate city from country.
8. Use a comma after the greeting in a friendly letter.
9. Use a comma after the closing in business and friendly letters.
10. Use commas to separate words or phrases in a series.
11. Use a comma(s) to separate a name in direct address.
12. Use a comma after an introductory word(s) in a sentence.
13. Use a comma before the coordinating conjunction in compound sentences.
14. Use a comma to represent place value in numerals that represent numbers 1,000 and above.

E. Understanding the Use of Apostrophes

15. Use an apostrophe to replace an omitted letter(s) in a contraction.
16. Use an apostrophe to show possession in singular or plural nouns.

F. Understanding the Use of Quotation Marks

17. Use quotation marks to enclose direct quotations.
18. Use correct internal punctuation in direct quotations.
19. Indicate that quotation marks are used to enclose titles of stories and magazine articles.

G. Understanding the Use of Underlining

20. Indicate that titles of books and magazines are underlined.

H. Understanding the Use of Hyphens

21. Use a hyphen to divide words between syllables at the end of a line.
22. Use a hyphen to separate parts of compound numbers.
23. Use a hyphen in fractions used as adjectives.

I. Understanding the Use of Colons

24. Use a colon between the hour and minutes to record time.
25. Use a colon after the greeting in a business letter.
26. Use a colon after the name of a speaker in a play or script.

III. Capitalization

A. Understanding the Use of Capitalization in Sentences

1. Begin the first word in a sentence with a capital letter.
2. Begin the first word in a direct quotation with a capital letter.
3. Begin the first word in a line of poetry with a capital letter when appropriate.

B. Understanding the Use of Capitalization in Words

4. Begin proper nouns and adjectives with capital letters.
5. Write initials and begin titles of persons with capital letters.
6. Begin abbreviations of proper nouns and adjectives with capital letters.

C. Understanding the Use of Capitalization in Titles

7. Begin the first and last word and other important words in titles of stories, poems, books, magazines, newspapers, plays, and songs with capital letters.
8. Begin the first and last words and other important words in titles of reports and outlines with a capital letter.

D. Understanding the Use of Capitalization in Outlines

9. Write Roman numerals and letters in an outline with capital letters.
10. Begin the first word in each topic and subtopic of an outline with a capital letter.

E. Understanding the Use of Capitalization in Letters

11. Begin the first word in the greeting of a letter and the name(s) of the person(s) greeted with capital letters.
12. Begin the first word in the closing of a letter with a capital letter.

IV. Spelling

A. Using Letter/Sound Relationships to Spell

1. Spell words with familiar initial consonants, consonant blends, and digraphs.
2. Spell words with familiar long and short vowel phonograms.
3. Spell words with *r* controlled vowels, familiar vowel combinations, and diphthongs.

4. Spell words containing silent letters.
5. Spell words with regular spellings, using letter/sound relationships as a clue to spelling.

B. Using Word Structure to Spell

6. Spell words with inflected endings *s, es, 's, s', ed,* and *ing.*
7. Spell irregular plurals of words.
8. Spell words which drop the final *e* when adding inflected endings.
9. Spell words which change final *y* to *i* before adding inflected endings.
10. Spell words which double the final consonant when adding inflected endings.
11. Spell words with comparative and superlative endings *er* and *est.*
12. Spell familiar words with affixes.
13. Spell familiar homophones, compound words, abbreviations, and contractions.

C. Applying Spelling Skills

14. Spell words most commonly used in writing.
15. Spell words from dictation.
16. Spell words dictated in sentences.
17. Use a spelling glossary and dictionary as references.
18. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript and Cursive Writing

1. Position body, hand, paper, and writing instrument correctly for left-handedness or right-handedness.
2. Write fluently and legibly in manuscript and cursive forms from dictation and independently.
3. Write lowercase letter combinations in cursive from a model.
4. Connect uppercase letters to lowercase letters when appropriate.
5. Write with appropriate size, slant, spacing, alignment, and speed.
6. Evaluate the student's own handwriting skills.

LEVEL 5

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words and phrases the student associates with a topic of study, a topic of interest, or a particular locale.
2. Discuss the context in which a collected word, phrase, or expression was used.
3. Collect vivid verbs from advertisements, commercials, stories, and poems.
4. Give a more specific word for a given noun or verb.
5. Order a set of nouns from general to specific or specific to general.
6. Develop a web or diagram to show relationships among a list of words produced by the student(s).
7. Discuss words that could be substituted for a given word in a given context.
8. Suggest sensory details that describe a person, animal, object, or place the student is observing.

B. Developing Fluency in Oral Communication: Informal Speech

9. Discuss ideas for an extemporaneous speech informally with a classmate.
10. Prepare an extemporaneous speech within a given time limit.
11. Speak extemporaneously on a self-selected or assigned topic to a small or large group.
12. Tell what the student likes best about the student's own extemporaneous speech.
13. Listen to classmates' reactions about the effectiveness of the student's extemporaneous speech.
14. Compare a classmate's extemporaneous speech with the student's extemporaneous speech on the same topic.
15. Speak on the topic in a group discussion or conversation.
16. Listen attentively to classmates in a group discussion or conversation.
17. Respond or ask questions in a group discussion or conversation.
18. Use appropriate posture when speaking.
19. Speak clearly and audibly.
20. Assume a leadership role in a group discussion.

C. Developing Fluency in Written Communication: Journal Writing

21. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
22. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
23. Select an entry and read it to classmates.
24. Compare the student's journal entry with classmates' entries written on a common topic.
25. Tell about a thought, feeling, observation, or experience similar to one from a classmate's journal.
26. Compare the various styles used to record thoughts, feelings, observations, and experiences in journals.
27. Ask a probing question about the content of a classmate's journal entry.
28. Suggest details that could be added to develop a journal entry.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse, letters, and other forms which express thoughts or feelings.
2. Select a song, poem, letter, or other form that expresses a thought or feeling and read it to classmates.
3. Discuss excerpts from stories, autobiographies, or biographies in which characters express thoughts or feelings.
4. Dramatize the feelings expressed in a story or poem.
5. Collect words and phrases that describe feelings.
6. Discuss the characteristics of expressive discourse.

B. Selecting a Thought or Feeling

7. From journal entries, select a thought or feeling which could be shared with others and developed further.
8. Discuss additional details for developing the thought or feeling.

C. Selecting a Form and Medium

9. Discuss forms and media for expressing the thought or feeling.
10. Select a form and medium.
11. Discuss characteristics of the form and medium selected.

D. Writing a First Draft

12. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

13. Read the draft aloud to oneself and to a classmate(s).
14. Listen to a classmate's reactions and questions.
15. Indicate what the student likes best about a classmate's writing and give reasons.
16. Discuss a part of a classmate's writing that best represents the thought or feeling.

F. Revising the Draft

17. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
18. Choose a particular thought or feeling on which to focus in the final draft.
19. Discuss an alternative way of expressing the thought or feeling.
20. Discuss alternative ways of organizing the draft to emphasize the selected thought or feeling and reorganize as necessary.
21. Discuss details that could be added to develop the thought or feeling selected.
22. Delete details that do not develop the thought or feeling selected.
23. Write a title for the draft.

G. Editing the Draft

24. Substitute other words and phrases for unnecessarily repeated words and phrases.
25. Substitute words and phrases for words and phrases with inappropriate connotations.
26. Substitute concrete, specific nouns and verbs for general nouns and verbs as appropriate.

H. Proofreading and Preparing the Final Draft

27. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
28. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.

29. Write a legible final draft.
30. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

31. Read the final draft aloud to a classmate(s).
32. Tell what the student likes best about the student's own writing.
33. Tell what the student likes best about a classmate's writing.
34. Select a writing and read it aloud or tape-record, display, present, or publish it.

III. **Writing and Telling Stories and Poems**

A. **Developing a Sense of Literary Form**

1. Listen to and read stories and poems.
2. Retell a familiar story or poem to classmates.
3. Discuss what the student likes best about stories and poems.
4. Relate personal experiences to stories and poems heard or read.
5. Observe dramatizations of stories and poems.
6. Dramatize a story or poem as a member of a group.
7. Read aloud or recite a story, part of a story, or poem independently or as a member of a group.
8. Listen to ballads set to music.
9. Identify similes and metaphors in stories and poems and discuss their meanings.
10. Identify repeated sound patterns in stories and poems and dicuss their effects.
11. Identify rhythmic patterns in poems and discuss their effects.
12. Discuss the characteristics of narrative and poetic discourse.

B. **Selecting an Idea for a Story or Poem**

13. Select a topic from a journal entry or other source to develop into a story or poem.
14. Discuss ideas for developing the topic into a story or poem.

C. **Selecting a Form and Medium**

15. Discuss forms and media for writing or telling stories and poems.
16. Select a form and medium.
17. Discuss characteristics of the form and medium selected.

D. **Writing a First Draft**

18. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. **Developing Awareness of Audience**

19. Read the draft aloud to oneself and to a classmate(s).
20. Listen to a classmate's reactions and questions.
21. Indicate what the student likes best about a classmate's writing and give reasons.
22. Discuss a character's main problem and the resolution of the problem in a classmate's draft of a story.
23. Discuss the sequence of events in a classmate's draft of a story.
24. Discuss the topic and focus of a classmate's draft of a poem.
25. Discuss sensory appeal in a classmate's draft of a story or poem.

F. **Revising the Draft**

26. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.

27. Change the sequence of events as necessary to develop the plot of the story.
28. Add details as appropriate to the story to develop a character's goal, problems, actions, thoughts, and feelings.
29. Add dialogue to the story as appropriate.
30. Add sensory details to the story or poem.
31. Add figurative language, repetitions in sound patterns, or rhythm as appropriate to the story or poem.
32. Delete details as appropriate in the student's draft of a story or poem.
33. Identify unclear pronoun references in a classmate's draft.
34. Write or discuss an alternative beginning, ending, or title for the story or poem.
35. Choose the best beginning, ending, and title for the story or poem and give reasons for choosing them.

G. Editing the Draft

36. Indicate where incidents begin and end by starting new paragraphs.
37. Indicate a change of speaker by starting a new paragraph.
38. Add transition words to clarify time sequence.
39. Rewrite sentence fragments as complete sentences as appropriate.
40. Rewrite run-on sentences.
41. Clarify unclear pronoun references.
42. Substitute other words and phrases for unnecessarily repeated words and phrases.
43. Substitute words and phrases for words and phrases with inappropriate connotations.
44. Substitute concrete, specific nouns and verbs for more general nouns and verbs.
45. Substitute active verbs for passive verbs as appropriate.

H. Proofreading and Preparing the Final Draft

46. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
47. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
48. Write a legible final draft.
49. Proofread the final draft and make corrections.

I. Planning and Presenting a Formal Oral Presentation

50. Read, tell, or recite the story or poem aloud to oneself.
51. Plan the presentation for a given setting and time limit.
52. Identify elements in the story or poem for emphasis.
53. Identify character traits, events, and ideas that can be portrayed orally and visually.
54. Plan gestures and movements to emphasize appropriate elements in the story or poem.
55. Discuss alternative beginnings and endings for the presentation.
56. Select a beginning and ending for the presentation.
57. Plan and prepare appropriate audio or visual aids.
58. Rehearse the presentation alone or before an audience.
59. Listen to a classmate's or adult's reactions to the effectiveness of the rehearsed presentation and make changes as appropriate.
60. Read, tell, or recite the story or poem to a small or large group.
61. Adjust posture and position as appropriate while speaking.
62. Use appropriate eye contact while speaking.
63. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
64. Use phrasing, pitch, enunciation, and stress to convey meaning, mood, and characterization.

65. Use audio or visual aids appropriately to enhance the presentation.
66. Listen to classmates' reactions about the effectiveness of the student's presentation.

J. Developing Confidence and Interest in Writing and Speaking

67. Tell what the student likes best about the student's own story or poem.
68. Listen to classmates' reactions to the student's writing or speech.
69. Tell what the student learned from writing or telling stories and poems.
70. Tell what the student likes best about a classmate's story or poem.
71. Select a favorite story and poem from the student's collection and read them aloud or tape-record, dramatize, display, present, or publish them.

IV. Informing an Audience

A. Developing a Sense of Expository and Procedural Discourse

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to and participate in panel discussions.
4. Listen to and read expository and procedural discourse.
5. Select an article on a topic of interest and tell classmates about it.
6. Discuss the meaning of familiar signs and warnings.
7. Discuss information gained from listening to or reading expository and procedural discourse.
8. Discuss the characteristics of expository and procedural discourse.

B. Making and Supporting Generalizations

9. Make a generalization(s) about a topic of study, topic of interest, or current event from a given list of facts.
10. Discuss alternative generalizations that could be made from the same list of facts.
11. Make a general statement in response to an open-ended question about a story or topic of study.
12. List or state information which supports the student's general statement.
13. Make a web or outline of the student's general statement and supporting information.

C. Selecting a Topic

14. Select a topic from a list of topics developed by the student or a list of assigned topics.

D. Gathering, Recording, and Organizing Information

15. List or state information the student knows about the selected or assigned topic.
16. Discuss possible sources of additional information about a topic.
17. Take brief notes on information gained from a source or sources selected by the student.
18. Discuss ways of organizing the notes and organize them.
19. Discuss the correct sequence for a set of directions.
20. Delete irrelevant information and identify additional information the student needs.

E. Selecting a Form and Medium

21. Discuss forms and media appropriate to the student's audience and message.
22. Select a form and medium.
23. Discuss characteristics of the selected or assigned form and medium.

F. **Writing a First Draft**

24. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. **Developing Awareness of Audience**

25. Read the draft aloud to oneself and to a classmate.
26. Listen to a classmate's reactions and questions.
27. Indicate the information the student finds most interesting or informative in a classmate's draft.
28. Ask a probing question about the content of a classmate's draft.
29. Discuss and select an appropriate audience for the student's message.

H. **Revising the Draft**

30. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
31. Broaden or narrow the topic and give reasons for doing so.
32. Identify unclear pronoun references in a classmate's draft.
33. Identify an important idea in the draft and discuss alternative ways of expressing it.
34. Select the best way of expressing the idea and give reasons.
35. Discuss the organization of the draft and alternative ways of organizing the information.
36. Add additional steps to a set of directions as necessary.
37. Suggest additional steps that could be added to a set of directions and add them as appropriate.
38. Reorder actions, steps, and events as necessary.
39. Add or delete information and give reasons.
40. Clarify unclear statements and relationships.
41. Compare information found in the first draft with information in the following draft(s).
42. Discuss or write alternative beginnings, endings, and titles for the draft.
43. Choose the best beginning, ending, and title for the draft and give reasons for choosing them.

I. **Editing the Draft**

44. Group related sentences in paragraphs.
45. Indicate ways of combining sentences, and combine them as appropriate.
46. Rewrite sentence fragments as complete sentences.
47. Rewrite run-on sentences.
48. Clarify unclear pronoun references.
49. Substitute concrete, specific language for more general language.
50. Substitute words and phrases for unnecessarily repeated words and phrases.
51. Delete unnecessary words.
52. Rewrite sentences for directions as a sequence of steps.

J. **Proofreading and Preparing the Final Draft**

53. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
54. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
55. Write a legible final draft.
56. Proofread the final draft and make corrections.

K. **Planning and Presenting a Formal Oral Presentation**

57. Write notes as a guide for speaking.

58. Plan an oral presentation for a given setting and time limit.
59. Plan and prepare appropriate audio or visual aids.
60. Rehearse the presentation alone or before an audience.
61. Listen to a classmate's or adult's reactions about the clarity and conciseness of the student's rehearsed presentation and make changes as appropriate.
62. Speak on the prepared topic to a small or large group.
63. Adjust posture and position as appropriate while speaking.
64. Use appropriate eye contact while speaking.
65. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
66. Use tone of voice to convey meaning and mood.
67. Use notes appropriately while speaking.
68. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

69. Tell what the student likes best about the student's own writing or oral presentation.
70. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
71. Tell what the student learned while writing or speaking.
72. Tell what the student likes best about a classmate's writing or oral presentation.
73. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

V. Persuading an Audience

A. Developing a Sense of Persuasive Discourse

1. Tell how a character in a story, film, or television program attempts to persuade another character to do something.
2. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
3. Participate in discussing books, films, television programs, incidents or issues about which students have varying opinions.
4. Listen to and view commercials and read advertisements for competing products and discuss their effectiveness.
5. Discuss the characteristics of persuasive discourse.

B. Making and Supporting Generalizations

6. State an opinion about a topic of study, topic of interest, current issue, book, film, or television program.
7. Indicate information which supports an opinion about a topic.
8. Make a web or outline of the student's opinion and supporting information.

C. Selecting a Topic

9. From a journal entry or other source, select a topic about which the student has expressed an opinion.
10. Write or rewrite a statement that expresses an opinion about the topic selected by the student.

D. Supporting an Opinion

11. Discuss with a classmate reasons for the student's opinion.
12. Discuss various ways of supporting an opinion, including examples, explanations, or anecdotes.

E. Selecting a Form and Medium

13. Discuss forms and media appropriate to the audience and message.
14. Select a form and medium.
15. Discuss characteristics of the selected or assigned form.

F. Writing a First Draft

16. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

17. Read the draft aloud to oneself and to a classmate(s).
18. Listen to a classmate's reactions and questions.
19. Identify a general statement(s) of opinion and supporting information in a classmate's draft.
20. Indicate the supporting information the student finds most and least persuasive in a classmate's draft and give reasons.
21. Identify persuasive words and phrases in a classmate's draft.
22. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

23. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
24. Write an alternative general statement(s) which clarifies or expresses the meaning in a more convincing or attention-getting way.
25. Add persuasive words and phrases to the student's draft as necessary.
26. Compare information found in the first draft with information in the following draft(s).
27. Delete information which does not support the general statement(s) and give reasons.
28. Add supporting information to the student's draft as necessary.
29. Elaborate upon a supporting detail as appropriate.
30. Identify unclear pronoun references in a classmate's draft.

I. Editing the Draft

31. Rewrite sentence fragments as complete sentences as appropriate.
32. Clarify unclear pronoun references.
33. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.

J. Proofreading and Preparing the Final Draft

34. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
35. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
36. Write a legible final draft.
37. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

38. Write notes as a guide for speaking.
39. Plan an oral presentation for a given setting and time limit.
40. Plan and prepare appropriate audio or visual aids.
41. Rehearse the presentation alone or before an audience.
42. Listen to a classmate's or adult's reactions about the clarity and conciseness of the rehearsed presentation and make changes as appropriate.

43. Speak on the prepared topic to a small or large group.
44. Adjust posture and position as appropriate while speaking.
45. Use appropriate eye contact while speaking.
46. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
47. Use tone of voice to convey meaning and mood.
48. Use notes appropriately while speaking.
49. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

50. Tell what the student likes best about the student's own writing or oral presentation.
51. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
52. Tell what the student learned while writing or speaking.
53. Tell what the student likes best about a classmate's writing or oral presentation.
54. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. Usage and Grammar

A. Understanding Sentence Structure

1. State or write questions, statements, commands, and exclamations. (S, W)
2. Rewrite a question as a statement. (W)
3. Identify the actor, action, and direct object in an active voice sentence. (S, W)
4. Identify the actor and action in a passive voice sentence. (S)
5. Restate a passive voice sentence in the active voice. (S)
6. Identify the subject(s) and predicate(s) in a simple or compound sentence. (S, W)
7. Identify a prepositional phrase(s) in a sentence. (S, W)
8. Identify a sentence fragment in context. (S, W)
9. Rewrite a sentence fragment as a complete sentence. (W)
10. Identify a run-on sentence in context. (S, W)
11. Rewrite a run-on sentence as two or more sentences. (W)
12. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers and/or prepositional phrases. (S, W)
13. Combine related sentences. (S, W)
14. Recombine phrases and clauses in a given sentence and discuss the effects on meaning. (S, W)

B. Understanding the Use of Parts of Speech

15. Use a verb that agrees with the subject in person and number. (S, W)
16. Use past, present, and future tense verbs in sentences. (S, W)
17. Use irregular past tense verb forms correctly. (S, W)
18. Use auxiliary verbs correctly. (S, W)
19. Use commonly confused verbs/verb forms correctly. (S, W)
20. Use a predicate noun or predicate adjective after a linking verb. (S, W)
21. Use personal, possessive, reflexive, and demonstrative pronouns correctly. (S, W)
22. Identify the referent of a pronoun. (S, W)
23. Use the comparative and superlative degrees of adjectives correctly. (S, W)

24. Use determiners, adjectives, and adverbs correctly. (S, W)
25. Supply an appropriate noun, verb, adjective, or adverb in a sentence with a word deleted. (S, W)

II. Punctuation

A. Understanding the Use of Periods

1. Use a period after initials and abbreviations.
2. Use a period after numerals and letters in an outline.

B. Understanding the Use of Commas

3. Use a comma to separate the day of the month from the year.
4. Use a comma before and after the year to separate a complete date from the rest of a sentence.
5. Use a comma to separate city or county from state and to separate city from country.
6. Use a comma to separate a complete address from the rest of the sentence.
7. Use a comma after the closing in business and friendly letters.
8. Use commas to separate words or phrases in a series.
9. Use a comma after introductory words or phrases in a sentence.
10. Use a comma(s) to separate a name in direct address.
11. Use a comma before the coordinating conjunction in compound sentences.
12. Use a comma to represent place value in numerals that represent numbers 1,000 and above.

C. Understanding the Use of Apostrophes

13. Use an apostrophe to replace an omitted letter(s) in a contraction.
14. Use an apostrophe to show possession in singular or plural nouns.

D. Understanding the Use of Quotation Marks

15. Use quotation marks to enclose direct quotations.
16. Use quotation marks to begin a new paragraph for each change of speaker in a dialogue.
17. Use correct internal punctuation in direct quotations.
18. Use quotation marks to enclose titles of stories, poems, songs, television programs, and magazine articles.

E. Understanding the Use of Underlining

19. Underline titles of books, magazines, newspapers, plays, movies, and television series.

F. Understanding the Use of Hyphens

20. Use a hyphen to divide words between syllables at the end of a line.
21. Use a hyphen to separate parts of compound numbers.
22. Use a hyphen in fractions used as adjectives.

G. Understanding the Use of Colons

23. Use a colon after the greeting in a business letter.
24. Use a colon after the name of a speaker in a play or script.

III. Capitalization

A. Understanding the Use of Capitalization in Sentences

1. Begin the first word in a direct quotation with a capital letter.

B. Understanding the Use of Capitalization in Words

2. Begin proper nouns and adjectives and their abbreviations with capital letters.

C. Understanding the Use of Capitalization in Titles

3. Begin the first and last word and other important words in titles of stories, poems, books, magazines, newspapers, plays, and songs with capital letters.
4. Begin the first and last words and other important words in titles of reports and outlines with capital letters.

D. Understanding the Use of Capitalization in Outlines

5. Write Roman numerals and letters in an outline with capital letters.
6. Begin the first word in each topic and subtopic of an outline with a capital letter.

E. Understanding the Use of Capitalization in Letters

7. Begin the first word in the greeting of a letter and the name(s) of the person(s) greeted with capital letters.
8. Begin the first word in the closing of a letter with a capital letter.

IV. Spelling

A. Using Letter/Sound Relationships to Spell

1. Spell words containing silent letters.
2. Spell words with regular spellings, using letter/sound relationships as a clue to spelling.

B. Using Word Structure to Spell

3. Spell words with affixes.
4. Spell irregular plurals of words.
5. Spell words which change final *y* to *i* before adding inflected endings.
6. Spell words which double the final consonant when adding inflected endings.
7. Spell words with comparative and superlative endings *er* and *est*.
8. Spell familiar homophones, commonly confused words, compound words, abbreviations, and contractions.
9. Spell familiar words requiring the use of a hyphen.
10. Divide words at the end of a line, using syllabication rules.

C. Applying Spelling Skills

11. Spell words most commonly used in writing.
12. Spell words from dictation.
13. Spell words dictated in sentences.
14. Use a spelling glossary and dictionary as references.
15. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript and Cursive Writing

1. Position body, hand, paper, and writing instrument correctly for left-handedness or right-handedness.
2. Write fluently and legibly in manuscript and cursive form from dictation and independently.
3. Write with appropriate size, slant, spacing, alignment, and speed.
4. Evaluate the student's own handwriting skills.

LEVEL 6

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words and phrases the student associates with a topic of study, a topic of interest, or a particular occupation.
2. Discuss the context in which a collected word, phrase, or expression was used.
3. Suggest verbs that describe the motion of a person, animal, or machine the student is observing.
4. Give a more specific word for a given noun or verb.
5. Order a set of nouns from general to specific or specific to general.
6. Develop a web or diagram to show relationships among a list of words produced by the student(s).
7. Indicate a range of words leading from a word to its opposite.
8. Discuss words that could be substituted for a given word in a given context.
9. Suggest sensory details that describe a person, animal, object, or place the student is observing.

B. Developing Fluency in Oral Communication: Informal Speech

10. Discuss ideas for an extemporaneous speech informally with a classmate.
11. Prepare an extemporaneous speech within a given time limit.
12. Speak extemporaneously on a self-selected or assigned topic to a small or large group.
13. Tell what the student likes best about the student's own extemporaneous speech.
14. Listen to classmates' reactions about the effectiveness of the student's extemporaneous speech.
15. Compare a classmate's extemporaneous speech with the student's extemporaneous speech on the same topic.
16. Speak on the topic in a group discussion or conversation.
17. Listen attentively to classmates in a group discussion or conversation.
18. Respond or ask questions in a group discussion or conversation.
19. Use appropriate posture when speaking.
20. Speak clearly and audibly.
21. Assume a leadership role in a group discussion.

C. Developing Fluency in Written Communication: Journal Writing

22. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
23. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
24. Select an entry and read it to classmates.
25. Compare the student's journal entry with classmates' entries written on a common topic.
26. Tell about a thought, feeling, observation, or experience similar to one from a classmate's journal.
27. Compare the various styles used to record thoughts, feelings, observations, and experiences in a journal.
28. Ask a probing question about the content of a classmate's journal entry.
29. Suggest details that could be added to develop a journal entry.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse, letters, and other forms which express thoughts or feelings.
2. Select a song, poem, letter, or other form that expresses a thought or feeling and read it to classmates.
3. Discuss excerpts from stories in which characters express thoughts or feelings.
4. Dramatize the feelings expressed in a story or poem.
5. Indicate words and phrases that describe feelings.
6. Discuss the characteristics of expressive discourse.

B. Selecting a Thought or Feeling

7. From journal entries, select a thought or feeling which would be shared with others and developed further.
8. Discuss additional details for developing the thought or feeling.

C. Selecting a Form and Medium

9. Discuss forms and media for expressing the thought or feeling.
10. Select a form and medium.
11. Discuss characteristics of the form and medium selected.

D. Writing a First Draft

12. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

13. Read the draft aloud to oneself and to a classmate(s).
14. Listen to a classmate's reactions and questions.
15. Indicate what the student likes best about a classmate's writing and give reasons.
16. Discuss a part of a classmate's writing that best represents the thought or feeling.

F. Revising the Draft

17. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
18. Choose a particular thought or feeling on which to focus in the final draft.
19. Discuss an alternative way of expressing the thought or feeling.
20. Discuss alternative ways of organizing the draft to emphasize the selected thought or feeling and reorganize as necessary.
21. Discuss details that could be added to develop the thought or feeling selected.
22. Delete details that do not develop the thought or feeling selected.
23. Write a title for the draft.

G. Editing the Draft

24. Substitute other words and phrases for unnecessarily repeated words and phrases.
25. Substitute words and phrases for words and phrases with inappropriate connotations.
26. Substitute concrete, specific nouns and verbs for general nouns and verbs as appropriate.

H. Proofreading and Preparing the Final Draft

27. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
28. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.

29. Write a legible final draft.
30. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

31. Read the final draft aloud to a classmate(s).
32. Tell what the student likes best about the student's own writing.
33. Tell what the student likes best about a classmate's writing.
34. Select a writing and read it aloud or tape-record, display, present, or publish it.

III. Writing and Telling Stories and Poems

A. Developing a Sense of Literary Form

1. Listen to and read stories and poems.
2. Discuss what the student likes best about stories and poems.
3. Relate personal experiences to stories and poems heard or read.
4. Observe dramatizations of stories and poems.
5. Dramatize a story or poem as a member of a group.
6. Read aloud or recite a story, part of a story, or poem independently or as a member of a group.
7. Listen to ballads set to music.
8. Identify similes and metaphors in stories and poems and discuss their meanings.
9. Identify repeated sound patterns in stories and poems and discuss their effects.
10. Identify rhythmic patterns in poems and discuss their effects.
11. Discuss the characteristics of narrative and poetic discourse.

B. Selecting an Idea for a Story or Poem

12. Select a topic from a journal entry or other source to develop into a story or poem.
13. Discuss ideas for developing the topic into a story or poem.

C. Selecting a Form and Medium

14. Discuss forms and media for writing or telling stories and poems.
15. Select a form and medium.
16. Discuss the characteristics of the form and medium selected.

D. Writing a First Draft

17. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

18. Read the draft aloud to oneself and to a classmate(s).
19. Listen to a classmate's reactions and questions.
20. Indicate what the student likes best about a classmate's writing and give reasons.
21. Discuss a character's main problem and the resolution of the problem in a classmate's draft of a story.
22. Discuss the sequence of events in a classmate's draft of a story.
23. Discuss the topic and focus of a classmate's draft of a poem.
24. Discuss sensory appeal in a classmate's draft of a story or poem.

F. Revising the Draft

25. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
26. Change the sequence of events as necessary to develop the plot of the story.

27. Add details as appropriate to the story to develop a character's goal, problems, actions, thoughts, and feelings.
28. Add dialogue to the story as appropriate.
29. Add sensory details to the story or poem.
30. Add figurative language, repetitions in sound patterns, or rhythm as appropriate to the story or poem.
31. Delete details as appropriate in the story or poem.
32. Identify unclear pronoun references in a classmate's draft.
33. Write or discuss an alternative beginning, ending, or title for the story or poem.
34. Choose the best beginning, ending, and title for the story or poem and give reasons for choosing them.

G. Editing the Draft

35. Indicate where incidents begin and end by starting new paragraphs.
36. Indicate a change of speaker by starting a new paragraph.
37. Add transition words to clarify time sequence.
38. Rewrite sentence fragments as complete sentences as appropriate.
39. Rewrite run-on sentences.
40. Clarify unclear pronoun references.
41. Substitute other words and phrases for unnecessarily repeated words and phrases.
42. Substitute words and phrases for words and phrases with inappropriate connotations.
43. Substitute concrete, specific nouns and verbs for more general nouns and verbs.
44. Substitute active verbs for passive verbs as appropriate.

H. Proofreading and Preparing the Final Draft

45. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
46. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
47. Write a legible final draft.
48. Proofread the final draft and make corrections.

I. Planning and Presenting a Formal Oral Presentation

49. Read, tell, or recite the story or poem aloud to oneself.
50. Plan the presentation for a given setting and time limit.
51. Identify elements in the story or poem for emphasis.
52. Identify character traits, events, and ideas that can be portrayed orally and visually.
53. Plan gestures and movements to emphasize appropriate elements in the story or poem.
54. Discuss alternative beginnings and endings for the presentation.
55. Select a beginning and ending for the presentation.
56. Plan and prepare appropriate audio or visual aids.
57. Rehearse the presentation alone or before an audience.
58. Listen to a classmate's or adult's reactions to the effectiveness of the rehearsed presentation and make changes as appropriate.
59. Read, tell, or recite the story or poem to a small or large group.
60. Adjust posture and position as appropriate while speaking.
61. Use appropriate eye contact while speaking.
62. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
63. Use phrasing, pitch, enunciation, and stress to convey meaning, mood, and characterization.
64. Use audio or visual aids appropriately to enhance the presentation.

J. **Developing Confidence and Interest in Writing and Speaking**

65. Tell what the student likes best about the student's own story or poem.
66. Listen to classmates' reactions to the student's writing or speech.
67. Tell what the student learned from writing or telling stories and poems.
68. Tell what the student likes best about a classmate's story or poem.
69. Select a favorite story and poem from the student's collection and read them aloud or tape-record, dramatize, display, present, or publish them.

IV. Informing an Audience

A. **Developing a Sense of Expository and Procedural Discourse**

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to and participate in panel discussions.
4. Listen to or read expository and procedural discourse.
5. Select an article on a topic of interest and tell classmates about it.
6. Discuss information gained from listening to or reading expository and procedural discourse.
7. Discuss the characteristics of expository and procedural discourse.

B. **Making and Supporting Generalizations**

8. Make a generalization(s) about a topic of study, topic of interest, or current event from a given list of facts.
9. Discuss alternative generalizations that could be made from the same list of facts.
10. Make a general statement in response to an open-ended question about a story or topic of study.
11. List or state information which supports the student's general statement.
12. Make a web or outline of the student's general statement and supporting information.

C. **Selecting a Topic**

13. Select a topic from a list of topics developed by the student or a list of assigned topics.

D. **Gathering, Recording, and Organizing Information**

14. List or state information the student knows about the selected or assigned topic.
15. Discuss possible sources of additional information about a topic.
16. Take brief notes on information gained from a source or sources selected by the student.
17. Take on-the-spot notes about an activity or event.
18. Discuss ways of organizing the notes and organize them.
19. Discuss the correct sequence for a set of directions.
20. Discuss procedures for filling out forms.
21. Delete irrelevant information and identify additional information the student needs.

E. **Selecting a Form and Medium**

22. Discuss forms and media appropriate to the student's audience and message.
23. Select a form and medium.
24. Discuss characteristics of the selected or assigned form and medium.

F. **Writing a First Draft**

25. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

26. Read the draft aloud to oneself and to a classmate(s).
27. Listen to a classmate's reactions and questions.
28. Indicate the information the student finds most interesting or informative in a classmate's draft.
29. Ask probing questions about the content of a classmate's draft.
30. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

31. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
32. Broaden or narrow the topic and give reasons for doing so.
33. Identify an important idea in the draft and discuss alternative ways of expressing it.
34. Select the best way of expressing the idea and give reasons.
35. Discuss the organization of the draft and alternative ways of organizing the information.
36. Add additional steps to a set of directions as necessary.
37. Suggest additional steps that could be added to a set of directions and add them as appropriate.
38. Reorder steps, actions, and events as necessary.
39. Add or delete information and give reasons for doing so.
40. Clarify unclear statements and relationships.
41. Identify unclear pronoun references in a classmate's draft.
42. Compare information found in the first draft with information in the following draft(s).
43. Discuss or write alternative beginnings, endings, and titles for the draft.
44. Choose the best beginning, ending, and title for the draft and give reasons for choosing them.

I. Editing the Draft

45. Group related sentences in paragraphs.
46. Indicate ways of combining sentences, and combine them as appropriate.
47. Rewrite sentence fragments as complete sentences.
48. Rewrite run-on sentences.
49. Clarify unclear pronoun references.
50. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.
51. Substitute concrete, specific language for more general language.
52. Substitute words and phrases for unnecessarily repeated words and phrases.
53. Delete unnecessary words.
54. Rewrite sentences for directions as a sequence of steps.

J. Proofreading and Preparing the Final Draft

55. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
56. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
57. Write a legible final draft.
58. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

59. Write notes as a guide for speaking.
60. Plan an oral presentation for a given setting and time limit.
61. Plan and prepare appropriate audio or visual aids.

62. Rehearse the presentation alone or before an audience.
63. Listen to a classmate's or adult's reactions about the clarity and conciseness of the student's rehearsed presentation and make changes as appropriate.
64. Speak on the prepared topic to a small or large group.
65. Adjust posture and position as appropriate while speaking.
66. Use appropriate eye contact while speaking.
67. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
68. Use phrasing, pitch, enunciation, and stress to convey meaning and mood.
69. Use notes appropriately while speaking.
70. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

71. Tell what the student likes best about the student's own writing or oral presentation.
72. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
73. Tell what the student learned while writing or speaking.
74. Tell what the student likes best about a classmate's writing or oral presentation.
75. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

V. Persuading an Audience

A. Developing a Sense of Persuasive Discourse

1. Tell how a character in a story, film, or television program attempts to persuade another character to do something.
2. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
3. Participate in discussing books, films, television programs, incidents, or issues about which students have varying opinions.
4. Listen to and view commercials and read advertisements for competing products and discuss their effectiveness.
5. Discuss the characteristics of persuasive discourse.

B. Making and Supporting Generalizations

6. State an opinion about a topic of study, topic of interest, current issue, book, film, or television program.
7. Indicate information which supports an opinion about a topic.
8. Make a web or outline of the student's opinion and supporting information.

C. Selecting a Topic

9. From a journal entry or other source, select a topic about which the student has expressed an opinion.
10. Write or rewrite a statement that expresses an opinion selected by the student.

D. Supporting an Opinion

11. Discuss with a classmate reasons for the student's opinion.
12. Discuss various ways of supporting an opinion, including examples, explanations, or anecdotes.

E. Selecting a Form and Medium

13. Discuss forms and media appropriate to the audience and message.

14. Select a form and medium.
15. Discuss characteristics of the selected or assigned form.

F. Writing a First Draft

16. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

17. Read the draft aloud to oneself and to a classmate(s).
18. Listen to a classmate's reactions and questions.
19. Identify a general statement(s) of opinion and supporting information in a classmate's draft.
20. Indicate the supporting information the student finds most and least persuasive in a classmate's draft and give reasons.
21. Identify persuasive words and phrases in a classmate's draft.
22. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

23. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
24. Write an alternative general statement(s) which clarifies or expresses the meaning in a more convincing or attention-getting way.
25. Add persuasive words and phrases to the student's draft as necessary.
26. Compare information found in the first draft with information in the following draft(s).
27. Delete information which does not support the general statements and give reasons.
28. Add supporting information to the student's draft as necessary.
29. Elaborate upon a supporting detail as appropriate.
30. Identify unclear pronoun references in a classmate's draft.

I. Editing the Draft

31. Rewrite sentence fragments as complete sentences as appropriate.
32. Clarify unclear pronoun references.
33. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.
34. Substitute concrete specific language for more general language as appropriate.

J. Proofreading and Preparing the Final Draft

35. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
36. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
37. Write a legible final draft.
38. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

39. Write notes as a guide for speaking.
40. Plan an oral presentation for a given setting and time limit.
41. Plan and prepare appropriate audio or visual aids.
42. Rehearse the presentation alone or before an audience.
43. Listen to a classmate's or adult's reactions about the clarity and conciseness of the rehearsed presentation and make changes as appropriate.
44. Speak on the prepared topic to a small or large group.
45. Adjust posture and position as appropriate while speaking.

46. Use appropriate eye contact while speaking.
47. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
48. Use phrasing, pitch, enunciation, and stress to convey meaning and mood.
49. Use notes appropriately while speaking.
50. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

51. Tell what the student likes best about the student's own writing or oral presentation.
52. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
53. Tell what the student learned while writing or speaking.
54. Tell what the student likes best about a classmate's writing or oral presentation.
55. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. Usage and Grammar

A. Understanding Sentence Structure

1. State or write questions, statements, commands, and exclamations. (S, W)
2. Rewrite a question as a statement. (W)
3. Identify active and passive voice sentences. (S, W)
4. Identify the actor, action, and direct object in an active voice sentence. (S, W)
5. Identify the actor and action in a passive voice sentence. (S, W)
6. Restate or rewrite a passive voice sentence in the active voice. (S, W)
7. Identify the subject(s) and predicate(s) in a simple, compound, or complex sentence. (S, W)
8. Identify a prepositional phrase(s) in a sentence. (S, W)
9. Identify independent and dependent clauses. (S, W)
10. Identify a sentence fragment in context. (S, W)
11. Rewrite a sentence fragment as a complete sentence. (W)
12. Identify a run-on sentence in context. (S, W)
13. Rewrite a run-on sentence as two or more sentences. (W)
14. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers, prepositional phrases, and/or participial phrases. (S, W)
15. Combine related sentences. (S, W)
16. Recombine phrases and clauses in a given sentence and discuss the effects on meaning. (S, W)

B. Understanding the Use of Parts of Speech

17. Use a verb that agrees with the subject in person and number. (S, W)
18. Use past, present, and future tense verbs in sentences. (S, W)
19. Use irregular past tense verb forms correctly. (S, W)
20. Use auxiliary verbs correctly. (S, W)
21. Use commonly confused verbs/verb forms correctly. (S, W)
22. Use a predicate noun or predicate adjective after a linking verb. (S, W)
23. Use personal, possessive, reflexive, demonstrative, and relative pronouns correctly. (S, W)

24. Identify the referent of a pronoun. (S, W)
25. Use the comparative and superlative degrees of adjectives correctly. (S, W)
26. Use determiners, adjectives, and adverbs correctly. (S, W)
27. Supply an appropriate noun, verb, adjective, adverb, or conjunction in a sentence with a word deleted. (S, W)

II. Punctuation

A. Understanding the Use of Periods

1. Use a period after initials and abbreviations.
2. Use a period after numerals and letters in an outline.

B. Understanding the Use of Commas

3. Use a comma before and after the year to separate a complete date from the rest of a sentence.
4. Use a comma to separate a complete address from the rest of a sentence.
5. Use a comma after the closing in business and friendly letters.
6. Use a comma after each adjective in a series except the final adjective.
7. Use a comma(s) to separate a name in direct address.
8. Use commas to enclose interrupting words and phrases in a sentence.
9. Use a comma after introductory words or phrases in a sentence.
10. Use a comma before the coordinating conjunction in compound sentences.
11. Use a comma after a dependent clause when it precedes the main clause of a sentence.

C. Understanding the Use of Apostrophes

12. Use an apostrophe to show possession in singular or plural nouns.

D. Understanding the Use of Quotation Marks

13. Use quotation marks to enclose direct quotations.
14. Use quotation marks to begin a new paragraph for each change of speaker in a dialogue.
15. Use correct internal punctuation in direct quotations.
16. Use quotation marks to enclose titles of stories, poems, songs, television programs, and magazine articles.

E. Understanding the Use of Underlining

17. Underline titles of books, magazines, newspapers, plays, movies, and television series.
18. Use correct punctuation in a bibliography.

F. Understanding the Use of Hyphens

19. Use a hyphen to divide words between syllables at the end of a line.
20. Use a hyphen to separate parts of compound numbers.
21. Use a hyphen in fractions used as adjectives.

G. Understanding the Use of Colons

22. Use a colon after the greeting in a business letter.
23. Use a colon after the name of a speaker in a play or script.
24. Use a colon to introduce a formal enumeration of items.

H. Understanding the Use of Semicolons

25. Use a semicolon between items in a series or list if any of the items contain commas.

I. **Understanding the Use of Parentheses**

26. Use parentheses to enclose nonessential information in a sentence.

III. **Capitalization**

A. **Understanding the Use of Capitalization in Sentences**

1. Begin the first word in a direct quotation with a capital letter.
2. Begin an interjection with a capital letter.

B. **Understanding the Use of Capitalization in Words**

3. Begin proper nouns and adjectives and their abbreviations with capital letters.
4. Write each letter of an acronym with a capital letter.

C. **Understanding the Use of Capitalization in Titles**

5. Begin the first and last word and other important words in titles of stories, poems, books, magazines, newspapers, plays, and songs with capital letters.
6. Begin the first and last word and other important words in titles of reports and outlines with capital letters.

D. **Understanding the Use of Capitalization in Outlines**

7. Write Roman numerals and letters in an outline with capital letters.
8. Begin the first word in each topic and subtopic of an outline with a capital letter.

E. **Understanding the Use of Capitalization in Letters**

9. Begin the first word in the greeting of a letter and the name(s) of the person(s) greeted with capital letters.
10. Begin the first word in the closing of a letter with a capital letter.

IV. **Spelling**

A. **Using Letter/Sound Relationships to Spell**

1. Spell words containing silent letters.
2. Spell words with regular spellings, using letter/sound relationships as a clue to spelling.

B. **Using Word Structure to Spell**

3. Spell words with affixes.
4. Spell irregular plurals of words.
5. Spell homophones, commonly confused words, and compound words.
6. Spell words requiring the use of a hyphen.
7. Divide words at the end of a line, using syllabication rules.

C. **Applying Spelling Skills**

8. Spell words most commonly used in writing.
9. Spell words from dictation.
10. Spell words dictated in sentences.
11. Use a spelling glossary and dictionary as references.
12. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript and Cursive Writing

1. Position body, hand, paper, and writing instrument correctly for left-handedness or right-handedness.
2. Write a paragraph or take notes from dictation.
3. Write with appropriate size, slant, spacing, alignment, and speed.
4. Evaluate the student's own handwriting skills.

LEVEL 7

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words and phrases the student associates with a topic of study, a topic of interest, or a particular locale.
2. Discuss the context in which a collected word, phrase, or expression was used.
3. Suggest verbs that produce different impressions of the same action.
4. Suggest adjectives that produce different impressions of the same noun.
5. Suggest nouns or noun phrases that produce different impressions of the same referent.
6. Give a more specific word for a given noun or verb.
7. Order a set of nouns from general to specific or specific to general.
8. Develop a web or diagram to show relationships among a list of words produced by the student(s).
9. Indicate a range of words leading from a word to its opposite.
10. Discuss words that could be substituted for a given word in a given context.
11. Suggest sensory details that describe a person, animal, object, or place the student is observing.

B. Developing Fluency in Oral Communication: Informal Speech

12. Discuss ideas for an extemporaneous speech informally with a classmate(s).
13. Prepare an extemporaneous speech within a given time limit.
14. Speak extemporaneously on a self-selected or assigned topic to a small or large group.
15. Tell what the student likes best about the student's own extemporaneous speech.
16. Listen to classmates' reactions about the effectiveness of the student's extemporaneous speech.
17. Compare a classmate's extemporaneous speech with the student's extemporaneous speech on the same topic.
18. Speak on the topic in a group discussion or conversation.
19. Listen attentively to classmates in a group discussion or conversation.
20. Respond or ask questions in a group discussion or conversation.
21. Use appropriate posture when speaking.
22. Speak clearly and audibly.
23. Assume a leadership role in a group discussion.

C. Developing Fluency in Written Communication: Journal Writing

24. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
25. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
26. Indicate thoughts, feelings, or experiences discovered in the process of writing the entry.
27. Select an entry and read it to classmates.
28. Compare student's journal entry with classmates' entries written on a common topic.
29. Tell about a thought, feeling, observation, or experience similar to one from a classmate's journal.

30. Compare the various styles used to record thoughts, feelings, observations, and experiences in a journal.
31. Ask a probing question about the content of a classmate's journal entry.
32. Suggest details that could be added to develop a journal entry.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse, letters, essays, and other literary forms which express thoughts or feelings.
2. Select a song, poem, letter, or other form that expresses a thought or feeling and read it to classmates.
3. Discuss excerpts from stories in which characters express thoughts or feelings.
4. Indicate words and phrases that describe feelings.
5. Discuss the characteristics of expressive discourse.

B. Selecting a Thought or Feeling

6. From journal entries, select a thought or feeling which could be shared with others and developed further.
7. Discuss additional details for developing the thought or feeling.

C. Selecting a Form and Medium

8. Discuss forms and media for expressing the thought or feeling.
9. Select a form and medium.
10. Discuss characteristics of the form and medium selected.

D. Writing a First Draft

11. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

12. Read the draft aloud to oneself and to a classmate(s).
13. Listen to a classmate's reactions and questions.
14. Indicate what the student likes best about a classmate's writing and give reasons.
15. Discuss a part of a classmate's writing that best represents the thought or feeling.

F. Revising the Draft

16. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
17. Choose a particular thought or feeling on which to focus in the final draft.
18. Discuss an alternative way of expressing the thought or feeling.
19. Discuss alternative ways of organizing the draft to emphasize the selected thought or feeling and reorganize as necessary.
20. Discuss details that could be added to develop the thought or feeling selected.
21. Delete details that do not develop the thought or feeling selected.
22. Write a title for the draft.

G. Editing the Draft

23. Substitute other words and phrases for unnecessarily repeated words and phrases.
24. Substitute words and phrases for words and phrases with inappropriate connotations.
25. Substitute concrete, specific nouns and verbs for general nouns and verbs as appropriate.

H. **Proofreading and Preparing the Final Draft**

26. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
27. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
28. Write a legible final draft.
29. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

30. Read the final draft aloud to a classmate(s).
31. Tell what the student likes best about the student's own writing.
32. Tell what the student likes best about a classmate's writing.
33. Select a writing and read it aloud or tape-record, display, present, or publish it.

III. Writing and Telling Stories and Poems

A. **Developing a Sense of Literary Form**

1. Listen to and read stories and poems.
2. Discuss what the student likes best about stories and poems.
3. Relate personal experiences to stories and poems heard or read.
4. Dramatize a story or poem as a member of a group.
5. Read aloud or recite a story, part of a story, or poem independently or as a member of a group.
6. Listen to ballads set to music.
7. Identify similes and metaphors in stories and poems and discuss their meanings.
8. Identify repeated sound patterns in stories and poems and discuss their effects.
9. Identify rhythmic patterns in poems and discuss their effects.
10. Discuss the characteristics of narrative and poetic discourse.

B. **Selecting an Idea for a Story or Poem**

11. Select a topic from a journal entry or other source to develop into a story or poem.
12. Discuss ideas for developing the topic into a story or poem.

C. **Selecting a Form and Medium**

13. Discuss forms and media for writing or telling stories and poems.
14. Select a form and medium.
15. Discuss characteristics of the form and medium selected.

D. **Writing a First Draft**

16. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. **Developing Awareness of Audience**

17. Read the draft aloud to oneself and to a classmate(s).
18. Listen to a classmate's reactions and questions.
19. Indicate what the student likes best about a classmate's writing and give reasons.
20. Identify unclear pronoun references in a classmate's draft.
21. Discuss a character's main problem and the resolution of the problem in a classmate's draft of a story.
22. Discuss the sequence of events in a classmate's draft of a story.
23. Discuss the topic and focus of a classmate's draft of a poem.
24. Discuss sensory appeal in a classmate's draft of a story or poem.

F. **Revising the Draft**

25. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
26. Discuss the relevance of a selected incident to the story.
27. Change the sequence of events as necessary to develop the plot of the story.
28. Add details as appropriate to the story to develop a character's goal, problems, actions, thoughts, and feelings.
29. Add dialogue to the story as appropriate.
30. Add sensory details to the story or poem.
31. Add figurative language, repetitions in sound patterns, or rhythm as appropriate to the story or poem.
32. Delete details as appropriate in the story or poem.
33. Write or discuss an alternative beginning, ending, or title for the story or poem.
34. Choose the best beginning, ending, and title for the story and poem and give reasons for choosing them.

G. **Editing the Draft**

35. Indicate where incidents begin and end by starting new paragraphs.
36. Indicate a change of speaker by starting a new paragraph.
37. Add transition words to clarify time sequence.
38. Rewrite sentence fragments as complete sentences as appropriate.
39. Rewrite run-on sentences.
40. Clarify unclear pronoun references.
41. Substitute other words and phrases for unnecessarily repeated words and phrases.
42. Substitute words and phrases for words and phrases with inappropriate connotations.
43. Substitute concrete, specific nouns and verbs for more general nouns and verbs.
44. Substitute active verbs for passive verbs as appropriate.

H. **Proofreading and Preparing the Final Draft**

45. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
46. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
47. Write a legible final draft.
48. Proofread the final draft and make corrections.

I. **Planning and Presenting a Formal Oral Presentation**

49. Read, tell, or recite the story or poem aloud to oneself.
50. Plan the presentation for a given setting and time limit.
51. Identify elements in the story or poem for emphasis.
52. Identify character traits, events, and ideas that can be portrayed orally and visually.
53. Plan gestures and movements to emphasize appropriate elements in the story or poem.
54. Discuss alternative beginnings and endings for the presentation.
55. Select a beginning and ending for the presentation.
56. Plan and prepare appropriate audio or visual aids.
57. Rehearse the presentation alone or before an audience.
58. Listen to a classmate's or adult's reactions to the effectiveness of the rehearsed presentation and make changes as appropriate.
59. Read, tell, or recite the story or poem to a small or large group.
60. Adjust posture and position as appropriate while speaking.
61. Use appropriate eye contact while speaking.
62. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.

63. Use phrasing, pitch, enunciation, and stress to convey meaning, mood, and characterization.
64. Use audio or visual aids appropriately to enhance the presentation.
65. Listen to classmates' reactions about the effectiveness of the student's presentation.

J. Developing Confidence and Interest in Writing and Speaking

66. Tell what the student likes best about the student's own story or poem.
67. Listen to classmates' reactions to the student's writing or speech.
68. Tell what the student learned from writing and telling stories and poems.
69. Tell what the student likes best about a classmate's story or poem.
70. Select a favorite story and poem from the student's collection and read them aloud or tape-record, dramatize, display, present, or publish them.

IV. Informing an Audience

A. Developing a Sense of Expository and Procedural Discourse

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to and participate in panel discussions.
4. Listen to or read expository and procedural discourse.
5. Select an article on a topic of interest and tell classmates about it.
6. Discuss information gained from listening to or reading expository and procedural discourse.
7. Discuss the characteristics of expository and procedural discourse.

B. Making and Supporting Generalizations

8. Make a generalization(s) about a topic of study, topic of interest, or current event from a given list of facts.
9. Discuss alternative generalizations that could be made from the same list of facts.
10. Make a general statement in response to an open-ended question about a story or topic of study.
11. List or state information which supports the student's general statement.
12. Make a web or outline of the student's general statement and supporting information.

C. Selecting a Topic

13. Select a topic from a list of topics developed by the student or a list of assigned topics.

D. Gathering, Recording, and Organizing Information

14. List or state information the student knows about the selected or assigned topic.
15. Discuss possible sources of additional information about a topic.
16. Take brief notes on information gained from a source or sources selected by the student.
17. Take on-the-spot notes about an activity, event, or place.
18. Discuss ways of organizing the notes and organize them.
19. Discuss the correct sequence for a set of directions.
20. Discuss procedures for filling out forms.
21. Delete irrelevant information and identify additional information the student needs.

E. Selecting a Form and Medium

22. Discuss forms and media appropriate to the student's audience and message.
23. Select a form and medium.
24. Discuss characteristics of the selected or assigned form and medium.

F. Writing a First Draft

25. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

26. Read the draft aloud to oneself and to a classmate(s).
27. Listen to a classmate's reactions and questions.
28. Indicate the information the student finds most interesting or informative in a classmate's draft.
29. Ask probing questions about the content of a classmate's draft.
30. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

31. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
32. Broaden or narrow the topic and give reasons for doing so.
33. Identify an important idea in the draft and discuss alternative ways of expressing it.
34. Select the best way of expressing the idea and give reasons.
35. Discuss the organization of the draft and alternative ways of organizing the information.
36. Add additional steps to a set of directions as necessary.
37. Suggest additional steps that could be added to a set of directions and add them as appropriate.
38. Reorder steps, actions, and events as necessary.
39. Compare information found in the first draft with information in the following draft(s).
40. Compare the student's information with a classmate's information on the same topic.
41. Discuss any inconsistencies or conflicting information between the student's and a classmate's draft.
42. Revise for accuracy of information as necessary.
43. Add or delete information and give reasons for doing so.
44. Clarify unclear statements and relationships among ideas or events.
45. Identify unclear pronoun references in a classmate's draft.
46. Discuss or write alternative beginnings, endings, and titles for the draft.
47. Choose the best beginning, ending, and title for the draft and give reasons for choosing them.

I. Editing the Draft

48. Group related sentences in paragraphs.
49. Indicate ways of combining sentences, and combine them as appropriate.
50. Move a phrase or clause within a sentence to another position for variety and emphasis.
51. Rewrite sentence fragments as complete sentences.
52. Rewrite run-on sentences.
53. Clarify unclear pronoun references.
54. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.
55. Substitute concrete, specific language for more general language.
56. Substitute words and phrases for unnecessarily repeated words and phrases.
57. Delete unnecessary words.
58. Rewrite sentences for directions as a sequence of steps.

J. Proofreading and Preparing the Final Draft

59. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
60. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
61. Write a legible final draft.
62. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

63. Write notes as a guide for speaking.
64. Plan an oral presentation for a given setting and time limit.
65. Plan and prepare appropriate audio or visual aids.
66. Rehearse the presentation alone or before an audience.
67. Listen to a classmate's or adult's reactions about the clarity and conciseness of the student's rehearsed presentation and make changes as appropriate.
68. Speak on the prepared topic to a small or large group.
69. Adjust posture and position as appropriate while speaking.
70. Use appropriate eye contact while speaking.
71. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
72. Use phrasing, pitch, enunciation, and stress to convey meaning or mood.
73. Use notes appropriately while speaking.
74. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

75. Tell what the student likes best about the student's own writing or oral presentation.
76. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
77. Tell what the student learned while writing or speaking.
78. Tell what the student likes best about a classmate's writing or oral presentation.
79. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

V. Persuading an Audience

A. Developing a Sense of Persuasive Discourse

1. Tell how a character in a story, film, or television program attempts to persuade another character to do something.
2. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
3. Participate in discussing books, films, television programs, incidents, or issues about which students have varying opinions.
4. Tell why the student agrees or disagrees with a review/critique of a book, film, or television program.
5. Tell why the student agrees or disagrees with an editorial or a letter to the editor.
6. Listen to and view commercials and read advertisements for competing products and discuss their effectiveness.
7. Discuss the characteristics of persuasive discourse.

B. Making and Supporting Generalizations

8. State an opinion about a topic of study, topic of interest, current issue, book, film, or television program.
9. Indicate information which supports an opinion about a topic.
10. Make a web or outline of the student's opinion and supporting information.

C. **Selecting a Topic**

11. From a journal entry or other source, select a topic about which the student has expressed an opinion.
12. Select a moral to illustrate with examples from experience.
13. Select a school or community issue about which the student has an opinion.
14. Write or rewrite a statement that expresses an opinion selected by the student.

D. **Supporting an Opinion**

15. Discuss with a classmate reasons for the student's opinion.
16. Tell an anecdote that illustrates the truth of a moral selected by the student.
17. List supporting and opposing reasons for the student's position on a school or community incident or issue.
18. Discuss various ways of supporting an opinion, including examples, explanations, and anecdotes.

E. **Selecting a Form and Medium**

19. Discuss forms and media appropriate to the audience and message.
20. Select a form and medium.
21. Discuss characteristics of the selected or assigned form.

F. **Writing a First Draft**

22. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. **Developing Awareness of Audience**

23. Read the draft aloud to oneself and to a classmate(s).
24. Listen to a classmate's reactions and questions.
25. Identify a general statement(s) of opinion and supporting information in a classmate's draft.
26. Indicate the supporting information the student finds most and least persuasive in a classmate's draft and give reasons.
27. Identify persuasive words and phrases in a classmate's draft.
28. Discuss and select an appropriate audience for the student's message.

H. **Revising the Draft**

29. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
30. Write an alternative general statement(s) which clarifies or expresses the meaning in a more convincing or attention-getting way.
31. Add persuasive words and phrases to the student's draft as necessary.
32. Compare information found in the first draft with information in the following draft(s).
33. Delete information which does not support the general statement(s) and give reasons.
34. Add supporting information to the student's draft as necessary.
35. Elaborate upon a supporting detail as appropriate.
36. Identify unclear pronoun references in a classmate's draft.

I. **Editing the Draft**

37. Rewrite sentence fragments as complete sentences as appropriate.
38. Clarify unclear pronoun references.

39. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.
40. Substitute concrete, specific language for more general language as appropriate.

J. Proofreading and Preparing the Final Draft

41. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
42. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
43. Write a legible final draft.
44. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

45. Write notes as a guide for speaking.
46. Plan an oral presentation for a given setting and time limit.
47. Plan and prepare appropriate audio or visual aids.
48. Rehearse the presentation alone or before an audience.
49. Listen to a classmate's or adult's reactions about the clarity and conciseness of the rehearsed presentation and make changes as appropriate.
50. Speak on the prepared topic to a small or large group.
51. Adjust posture and position as appropriate while speaking.
52. Use appropriate eye contact while speaking.
53. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
54. Use phrasing, pitch, enunciation, and stress to convey meaning and mood.
55. Use notes appropriately while speaking.
56. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

57. Tell what the student likes best about the student's own writing or oral presentation.
58. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
59. Tell what the student learned while writing or speaking.
60. Tell what the student likes best about a classmate's writing or oral presentation.
61. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Mechanics)

I. Usage and Grammar

A. Understanding Sentence Structure

1. Identify basic sentence patterns. (S, W)
2. State or write declarative, interrogative, imperative, and exclamatory sentences. (S, W)
3. Identify active and passive voice sentences. (S, W)
4. Identify the actor, action, direct and/or indirect object in an active voice sentence. (S, W)
5. Identify the actor and action in a passive voice sentence. (S, W)
6. Identify the subject(s) and predicate(s) in a simple, compound, or complex sentence. (S, W)

7. Identify a prepositional phrase(s) in a sentence. (S, W)
8. Identify independent and dependent clauses. (S, W)
9. Restate or rewrite a passive voice sentence in the active voice. (S, W)
10. Identify a sentence fragment in context. (S, W)
11. Rewrite a sentence fragment as a complete sentence. (W)
12. Identify a run-on sentence in context. (S, W)
13. Rewrite a run-on sentence as two or more sentences. (W)
14. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers, prepositional phrases, and/or participial phrases. (S, W)
15. Combine related sentences. (S, W)
16. Recombine phrases and clauses in a given sentence and discuss the effects on meaning. (S, W)

B. Understanding the Use of Parts of Speech

17. Use a verb that agrees with the subject in person and number. (S, W)
18. Use past, present, and future tense verbs in sentences. (S, W)
19. Use auxiliary verbs correctly. (S, W)
20. Use commonly confused verbs/verb forms correctly. (S, W)
21. Use a predicate noun or predicate adjective after a linking verb. (S, W)
22. Use the correct form for all pronouns. (S, W)
23. Identify the referent of a pronoun. (S, W)
24. Use the comparative and superlative degrees of adjectives correctly. (S, W)
25. Use determiners, adjectives, and adverbs correctly. (S, W)
26. Supply an appropriate noun, verb, adjective, adverb, or conjunction in a sentence with a word deleted. (S, W)
27. Identify parts of speech in context. (S, W)

II. Punctuation

A. Understanding the Use of Commas

1. Use a comma before and after the year to separate a complete date from the rest of a sentence.
2. Use a comma to separate a complete address from the rest of a sentence.
3. Use a comma after each adjective in a series except the final adjective.
4. Use a comma(s) to separate a name in direct address.
5. Use commas to separate interrupting words, phrases, appositives, direct address, and parenthetical expressions from the rest of a sentence.
6. Use a comma after introductory words, phrases, or clauses in a sentence.
7. Use a comma before the coordinating conjunction in compound sentences.
8. Use a comma after a dependent clause or prepositional phrase when it precedes the main clause of a sentence.

B. Understanding the Use of Quotation Marks

9. Use quotation marks to begin a new paragraph for each change of speaker in a dialogue.
10. Use correct internal punctuation in direct quotations.
11. Use single quotation marks to enclose a quotation within a quotation.
12. Use quotation marks to enclose titles of stories, poems, songs, television programs, and magazine articles.

C. Understanding the Use of Underlining

13. Underline titles of books, magazines, newspapers, plays, movies, and television series.

14. Underline numerals, letters, and words used to name themselves.
15. Use correct punctuation in a bibliography.

D. **Understanding the Use of Hyphens**
16. Use a hyphen to divide words between syllables at the end of a line.
17. Use a hyphen as appropriate to connect two or more words used as one word.
18. Use a hyphen as appropriate after a prefix that is followed by a proper noun or adjective.

E. **Understanding the Use of Colons**
19. Use a colon after the name of a speaker in a play or script.
20. Use a colon to introduce a formal enumeration of items.

F. **Understanding the Use of Semicolons**
21. Use a semicolon between items in a series or list if any of the items contain commas.
22. Use a semicolon to join two independent clauses of compound sentences when the coordinating conjunction is omitted.

G. **Understanding the Use of Parentheses**
23. Use parentheses to enclose nonessential information in a sentence.

III. **Capitalization**

A. **Understanding the Use of Capitalization in Sentences**
1. Begin an interjection with a capital letter.

B. **Understanding the Use of Capitalization in Words**
2. Begin a title used as a substitute for a person's name with a capital letter.
3. Write each letter of an acronym with a capital letter.
4. Begin names of school subjects which are languages or numbered course names with capital letters.

C. **Understanding the Use of Capitalization in Outlines**
5. Write Roman numerals and letters in an outline with capital letters.
6. Begin the first word in each topic and subtopic of an outline with a capital letter.

IV. **Spelling**

A. **Using Letter/Sound Relationships to Spell**
1. Spell words with regular spellings, using letter/sound relationships as a clue to spelling.

B. **Using Word Structure to Spell**
2. Spell words with affixes.
3. Spell irregular plurals of words.
4. Spell homophones, commonly confused words, and compound words.
5. Spell words requiring the use of a hyphen.
6. Divide words at the end of a line using syllabication rules.

C. **Applying Spelling Skills**
7. Spell words most commonly used in writing.
8. Spell words from dictation.

9. Spell words dictated in sentences.
10. Use a spelling glossary and dictionary as references.
11. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript and Cursive Writing

1. Evaluate the student's own handwriting skills.

LEVEL 8

COMPOSITION

I. Developing Language Fluency

A. Developing Language for Writing and Speaking

1. Collect words and phrases the student associates with a topic of study, a topic of interest, or a particular occupation.
2. Discuss the context in which a collected word, phrase, or expression was used.
3. Suggest verbs that describe the motion of a person, animal, or object the student is observing.
4. Suggest verbs that produce different impressions of the same action.
5. Suggest adjectives that produce different impressions of the same noun.
6. Suggest nouns or noun phrases that produce different impressions of the same referent.
7. Give a more specific word for a given noun or verb.
8. Develop and order a set of nouns ranging from general to specific or specific to general.
9. Indicate other nouns that could be used to refer to a proper noun.
10. Develop a web or diagram to show relationships among a list of words produced by the student(s).
11. Indicate a range of words leading from a word to its opposite.
12. Discuss words that could be substituted for a given word in a given context.
13. Suggest sensory details that describe a person, animal, object, or place the student is observing.

B. Developing Fluency in Oral Communication: Informal Speech

14. Discuss ideas for an extemporaneous speech informally with a classmate.
15. Prepare an extemporaneous speech within a given time limit.
16. Speak extemporaneously on a self-selected or assigned topic to a small or large group.
17. Tell what the student likes best about the student's own extemporaneous speech.
18. Listen to classmates' reactions about the effectiveness of the student's extemporaneous speech.
19. Compare a classmate's extemporaneous speech with the student's extemporaneous speech on the same topic.
20. Speak on the topic in a group discussion or conversation.
21. Listen attentively to classmates in a group discussion or conversation.
22. Respond or ask questions in a group discussion or conversation.
23. Use appropriate posture when speaking.
24. Speak clearly and audibly.
25. Assume a leadership role in a group discussion.

C. Developing Fluency in Written Communication: Journal Writing

26. Write a journal entry on a self-selected or assigned topic in class at least three times a week.
27. Develop ideas on a topic quickly and freely, without concern for form, audience, coherence, spelling, or mechanics.
28. Indicate thoughts, feelings, or experiences discovered in the process of writing the entry.
29. Select an entry and read it to classmates.

30. Compare students' entries written on a common topic.
31. Tell about a thought, feeling, observation, or experience similar to one from a classmate's journal.
32. Compare the various styles used to record thoughts, feelings, observations, and experiences in a journal.
33. Ask a probing question about the content of a classmate's journal entry.
34. Suggest details that could be added to develop a journal entry.

II. Expressing Thoughts and Feelings

A. Developing a Sense of Expressive Discourse

1. Listen to or read verse, letters, essays, and other literary forms which express thoughts or feelings.
2. Select a song, poem, letter, or other form that expresses a thought or feeling and read it to classmates.
3. Discuss excerpts from stories in which characters express thoughts or feelings.
4. Indicate words and phrases that describe feelings.
5. Discuss the characteristics of expressive discourse.

B. Selecting a Thought or Feeling

6. From journal entries, select a thought or feeling which could be shared with others and developed further.
7. Discuss additional details for developing the thought or feeling.

C. Selecting a Form and Medium

8. Discuss forms and media for expressing the thought or feeling.
9. Select a form and medium.
10. Discuss characteristics of the form and medium selected.

D. Writing a First Draft

11. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. Developing Awareness of Audience

12. Read the draft aloud to oneself and to a classmate(s).
13. Listen to a classmate's reactions and questions.
14. Indicate what the student likes best about a classmate's writing and give reasons.
15. Discuss a part of a classmate's writing that best represents the thought or feeling.

F. Revising the Draft

16. Compare the characteristics of the draft with the characteristics of the form selected and revise as necessary.
17. Choose a particular thought or feeling on which to focus in the final draft.
18. Discuss an alternative way of expressing the thought or feeling.
19. Discuss alternative ways of organizing the draft to emphasize the selected thought or feeling and reorganize as necessary.
20. Discuss details that could be added to develop the thought or feeling selected.
21. Delete details that do not develop the thought or feeling selected.
22. Write a title for the draft.

G. Editing the Draft

23. Substitute words and phrases for unnecessarily repeated words and phrases.

24. Substitute words and phrases for words and phrases with inappropriate connotations.
25. Substitute concrete, specific nouns and verbs for general nouns and verbs as appropriate.

H. **Proofreading and Preparing the Final Draft**

26. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
27. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
28. Write a legible final draft.
29. Proofread the final draft and make corrections.

I. **Developing Confidence and Interest in Writing and Speaking**

30. Read the final draft aloud to a classmate(s).
31. Tell what the student likes best about the student's own writing.
32. Tell what the student likes best about a classmate's writing.
33. Select a writing and read it aloud or tape-record, display, present, or publish it.

III. Writing and Telling Stories and Poems

A. **Developing a Sense of Literary Form**

1. Listen to and read stories and poems.
2. Discuss what the student likes best about stories and poems.
3. Relate personal experiences to stories and poems heard or read.
4. Dramatize a story or poem as a member of a group.
5. Read aloud or recite a story, part of a story, or poem independently or as a member of a group.
6. Listen to ballads set to music.
7. Identify similes and metaphors in stories and poems and discuss their meanings.
8. Identify repeated sound patterns in stories and poems and discuss their effects.
9. Identify rhythmic patterns in poems and discuss their effects.
10. Discuss the characteristics of narrative and poetic discourse.

B. **Selecting an Idea for a Story or Poem**

11. Select a topic from a journal entry or other source to develop into a story or poem.
12. Discuss ideas for developing the topic into a story or poem.

C. **Selecting a Form and Medium**

13. Discuss forms and media for writing and telling stories and poems.
14. Select a form and medium.
15. Discuss characteristics of the form and medium selected.

D. **Writing a First Draft**

16. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

E. **Developing Awareness of Audience**

17. Read the draft aloud to oneself and to a classmate(s).
18. Listen to a classmate's reactions and questions.
19. Indicate what the student likes best about a classmate's writing and give reasons.
20. Identify unclear pronoun references in a classmate's draft.
21. Discuss a character's main problem and the resolution of the problem in a classmate's draft of a story.

22. Discuss the sequence of events in a classmate's draft of a story.
23. Discuss the topic and focus of a classmate's draft of a poem.
24. Discuss sensory appeal in a classmate's draft of a poem.

F. **Revising the Draft**

25. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
26. Discuss the relevance of a selected incident to the story.
27. Change the sequence of events as necessary to develop the plot of the story.
28. Add details as appropriate to develop a character's goal, problems, actions, thoughts, and feelings.
29. Add dialogue to the story as appropriate.
30. Add sensory details to the student's draft of a story or poem.
31. Add figurative language, repetitions in sound patterns, or rhythm as appropriate to the student's draft of a poem or story.
32. Delete details as appropriate in the student's draft of a story or poem.
33. Write or discuss an alternative beginning, ending, or title for the story or poem.
34. Choose the best beginning, ending, and title for the story or poem and give reasons for choosing them.

G. **Editing the Draft**

35. Indicate where incidents begin and end by starting new paragraphs.
36. Indicate a change of speaker by starting a new paragraph.
37. Add transition words to clarify time sequence.
38. Rewrite sentence fragments as complete sentences as appropriate.
39. Rewrite run-on sentences.
40. Clarify unclear pronoun references.
41. Substitute other words and phrases for unnecessarily repeated words and phrases.
42. Substitute words and phrases for words and phrases with inappropriate connotations.
43. Substitute concrete, specific nouns and verbs for more general nouns and verbs.
44. Substitute active verbs for passive verbs as appropriate.

H. **Proofreading and Preparing the Final Draft**

45. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
46. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
47. Write a legible final draft.
48. Proofread the final draft and make corrections.

I. **Planning and Presenting a Formal Oral Presentation**

49. Read, tell, or recite the story or poem aloud to oneself.
50. Plan the presentation for a given setting and time limit.
51. Identify elements in the story or poem for emphasis.
52. Identify character traits, events, and ideas that can be portrayed orally and visually.
53. Plan gestures and movements to emphasize appropriate elements in the story or poem.
54. Discuss alternative beginnings and endings for the presentation.
55. Select a beginning and ending for the presentation.
56. Plan and prepare appropriate audio or visual aids.
57. Rehearse the presentation alone or before an audience.
58. Listen to a classmate's or adult's reactions to the effectiveness of the rehearsed presentation and make changes as appropriate.
59. Read, tell, or recite the story or poem to a small or large group.

60. Adjust posture and position as appropriate while speaking.
61. Use appropriate eye contact while speaking.
62. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
63. Use phrasing, pitch, enunciation, and stress to convey meaning, mood, and characterization.
64. Use audio or visual aids appropriately to enhance the presentation.

J. Developing Confidence and Interest in Writing and Speaking

65. Tell what the student likes best about the student's own story or poem.
66. Listen to classmates' reactions to the student's writing or speech.
67. Tell what the student learned from writing or telling stories and poems.
68. Tell what the student likes best about a classmate's story or poem.
69. Select a favorite story and poem from the student's collection and read them aloud or tape-record, dramatize, display, present, or publish them.

IV. Informing an Audience

A. Developing a Sense of Expository and Procedural Discourse

1. View and discuss informative films and television programs.
2. Listen to speakers to gain information on a topic.
3. Listen to and participate in panel discussions.
4. Listen to or read expository and procedural discourse.
5. Select an article on a topic of interest and tell classmates about it.
6. Discuss information gained from listening to or reading expository and procedural discourse.
7. Discuss the characteristics of expository and procedural discourse.

B. Making and Supporting Generalizations

8. Make a generalization(s) about a topic of study, topic of interest, or current event from a given list of facts.
9. Discuss alternative generalizations that could be made from the same list of facts.
10. Make a general statement in response to an open-ended question about a story or topic of study.
11. List or state information which supports the student's general statement.
12. Make a web or outline of the student's general statement and supporting information.

C. Selecting a Topic

13. Select a topic from a list of topics developed by the student or a list of assigned topics.

D. Gathering, Recording, and Organizing Information

14. List or state information the student knows about the selected or assigned topic.
15. Discuss possible sources of additional information about a topic.
16. Take brief notes on information gained from a source or sources selected by the student.
17. Take on-the-spot notes about an activity, event, or place.
18. Discuss ways of organizing the notes and organize them.
19. Discuss the correct sequence for a set of directions.
20. Discuss procedures for filling out forms.
21. Delete irrelevant information and identify additional information the student needs.

E. **Selecting a Form and Medium**

22. Discuss forms and media appropriate to the student's audience and message.
23. Select a form and medium.
24. Discuss characteristics of the selected or assigned form and medium.

F. **Writing a First Draft**

25. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. **Developing Awareness of Audience**

26. Read the draft aloud to oneself and to a classmate(s).
27. Listen to a classmate's reactions and questions.
28. Indicate the information the student finds most interesting or informative in a classmate's draft.
29. Ask probing questions about the content of a classmate's draft.
30. Discuss and select an appropriate audience for the student's message.

H. **Revising the Draft**

31. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
32. Broaden or narrow the topic and give reasons for doing so.
33. Identify an important idea in the draft and discuss possible ways of expressing it.
34. Select the best way of expressing the idea and give reasons.
35. Discuss the organization of the draft and alternative ways of organizing the information.
36. Add additional steps to a set of directions as necessary.
37. Suggest additional steps that could be added to a set of directions and add them as appropriate.
38. Reorder steps, actions, and events as necessary.
39. Compare information found in the first draft with information in the following draft(s).
40. Compare the student's information with a classmate's information on the same topic.
41. Discuss any inconsistencies or conflicting information between the student's and a classmate's draft.
42. Revise the draft for accuracy of information as necessary.
43. Add or delete information and give reasons for doing so.
44. Clarify unclear statements and relationships among ideas or events.
45. Identify unclear pronoun references in a classmate's draft.
46. Discuss or write alternative beginnings, endings, and titles for the draft.
47. Choose the best beginning, ending, and title for the draft and give reasons for choosing them.

I. **Editing the Draft**

48. Group related sentences in paragraphs.
49. Indicate ways of combining sentences, and combine them as appropriate.
50. Move a phrase or clause within a sentence to another position for variety and emphasis.
51. Rewrite sentence fragments as complete sentences.
52. Rewrite run-on sentences.
53. Clarify unclear pronoun references.
54. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.
55. Substitute concrete, specific language for more general language.

56. Substitute words and phrases for unnecessarily repeated words and phrases.
57. Delete unnecessary words.
58. Rewrite sentences for directions as a sequence of steps.

J. Proofreading and Preparing the Final Draft

59. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
60. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
61. Write a legible final draft.
62. Proofread the final draft and make corrections.

K. Planning and Presenting a Formal Oral Presentation

63. Write notes as a guide for speaking.
64. Plan an oral presentation for a given setting and time limit.
65. Plan and prepare appropriate audio or visual aids.
66. Rehearse the presentation alone or before an audience.
67. Listen to a classmate's or adult's reactions about the clarity and conciseness of the student's rehearsed presentation and make changes as appropriate.
68. Speak on the prepared topic to a small or large group.
69. Adjust posture and position as appropriate while speaking.
70. Use appropriate eye contact while speaking.
71. Adjust volume and rate of speaking to the size of the audience and the distance between the audience and speaker.
72. Use phrasing, pitch, enunciation, and stress to convey meaning or mood.
73. Use notes appropriately while speaking.
74. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

75. Tell what the student likes best about the student's own writing or oral presentation.
76. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
77. Tell what the student learned while writing or speaking.
78. Tell what the student likes best about a classmate's writing or oral presentation.
79. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

V. Persuading an Audience

A. Developing a Sense of Persuasive Discourse

1. Tell how a character in a story, film, or television program attempts to persuade another character to do something.
2. Role-play a situation in which the student tries to persuade a classmate with an opposite point of view to adopt the student's point of view.
3. Participate in discussing books, films, television programs, incidents, or issues about which students have varying opinions.
4. Tell why the student agrees or disagrees with a review/critique of a book, film, or television program.
5. Tell why the student agrees or disagrees with an editorial or a letter to the editor.
6. Listen to and view commercials and read advertisements for competing products and discuss their effectiveness.
7. Discuss the characteristics of persuasive discourse.

B. Making and Supporting Generalizations

8. State an opinion about a topic of study, topic of interest, current issue, book, film, or television program.
9. Indicate information which supports an opinion about a topic.
10. Make a web or outline of the student's opinion and supporting information.

C. Selecting a Topic

11. From a journal entry or other source, select a topic about which the student has expressed an opinion.
12. Select a proverb to either prove or refute with examples from experience.
13. Select a local, regional, national, or international issue about which the student has an opinion.
14. Write or rewrite a statement that expresses an opinion selected by the student.

D. Supporting an Opinion

15. Discuss with a classmate reasons for the student's opinion.
16. Tell an incident(s) from the student's life that proves or refutes a proverb.
17. List supporting and opposing reasons for the student's position on a local, regional, national, or international issue.
18. Discuss various ways of supporting an opinion, including examples, explanations, and anecdotes.

E. Selecting a Form and Medium

19. Discuss forms and media appropriate to the audience and message.
20. Select a form and medium.
21. Discuss characteristics of the form and medium selected.

F. Writing a First Draft

22. Write a first draft, developing ideas quickly and freely, without pausing to revise, edit, or proofread.

G. Developing Awareness of Audience

23. Read the draft aloud to oneself and to a classmate(s).
24. Listen to a classmate's reactions and questions.
25. Identify a general statement(s) of opinion and supporting information in a classmate's draft.
26. Indicate the supporting information the student finds most and least persuasive in a classmate's draft and give reasons.
27. Identify persuasive words and phrases in a classmate's draft.
28. Discuss and select an appropriate audience for the student's message.

H. Revising the Draft

29. Compare the characteristics of the student's draft with the characteristics of the form selected and revise as necessary.
30. Write an alternative general statement(s) which clarifies or expresses the meaning in a more convincing or attention-getting way.
31. Add persuasive words and phrases to the student's draft as necessary.
32. Compare information found in the first draft with information in the following draft(s).
33. Delete information which does not support the general statement(s) and give reasons.
34. Add supporting information to the student's draft as necessary.

35. Elaborate upon a supporting detail as appropriate.
36. Identify unclear pronoun references in a classmate's draft.

I. Editing the Draft

37. Rewrite sentence fragments as complete sentences as appropriate.
38. Clarify unclear pronoun references.
39. Substitute appropriate words and phrases for words and phrases inappropriate to the audience.
40. Substitute concrete, specific language for more general language as appropriate.

J. Proofreading and Preparing the Final Draft

41. Proofread the draft for usage and grammar, punctuation, capitalization, and spelling.
42. Proofread a classmate's draft for usage and grammar, punctuation, capitalization, and spelling.
43. Write a legible final draft.
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K. Planning and Presenting a Formal Oral Presentation

45. Write notes as a guide for speaking.
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49. Listen to a classmate's or adult's reactions about the clarity and conciseness of the rehearsed presentation and make changes as appropriate.
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54. Use phrasing, pitch, enunciation, and stress to convey meaning and mood.
55. Use notes appropriately while speaking.
56. Use audio or visual aids appropriately to enhance the presentation.

L. Developing Confidence and Interest in Writing and Speaking

57. Listen to classmates' reactions about the effectiveness of the student's writing or oral presentation.
58. Tell what the student likes best about the student's own writing or oral presentation.
59. Tell what the student learned while writing or speaking.
60. Tell what the student likes best about a classmate's writing or oral presentation.
61. Select a favorite writing from the student's collection and read it aloud or tape-record, display, present, or publish it.

CONVENTIONS
(Usage, Grammar, and Machanics)

I. Usage and Grammar

A. Understanding Sentence Structure

1. Identify basic sentence patterns. (S, W)
2. State or write declarative, interrogative, imperative, and exclamatory sentences. (S, W)

3. Identify active and passive voice sentences. (S, W)
4. Identify the actor, action, direct and/or indirect object in an active voice sentence. (S, W)
5. Identify the actor and action in a passive voice sentence. (S, W)
6. Restate or rewrite a passive voice sentence in the active voice. (S, W)
7. Identify the subject(s) and predicate(s) in a simple, compound, or complex sentence. (S, W)
8. Identify a prepositional phrase(s) in a sentence. (S, W)
9. Identify independent and dependent clauses. (S, W)
10. Identify a sentence fragment in context. (S, W)
11. Rewrite a sentence fragment as a complete sentence. (W)
12. Identify a run-on sentence in context. (S, W)
13. Rewrite a run-on sentence as two or more sentences. (W)
14. Expand the subject and/or predicate in a simple sentence by adding single-word modifiers, prepositional phrases, and/or participial phrases. (S, W)
15. Combine related sentences. (S, W)
16. Recombine phrases and clauses in a given sentence and discuss the effects on meaning. (S, W)

B. Understanding the Use of Parts of Speech

17. Use a verb that agrees with the subject in person and number. (S, W)
18. Use past, present, and future tense verbs in sentences. (S, W)
19. Use auxiliary verbs correctly. (S, W)
20. Use commonly confused verbs/verb forms correctly. (S, W)
21. Use a predicate noun or predicate adjective after a linking verb. (S, W)
22. Use the correct form for all pronouns. (S, W)
23. Identify the referent of a pronoun. (S, W)
24. Use the comparative and superlative degrees of adjectives correctly. (S, W)
25. Use determiners, adjectives, and adverbs correctly. (S, W)
26. Supply an appropriate noun, verb, adjective, adverb, or conjunction in a sentence with a word deleted. (S, W)
27. Identify parts of speech in context. (S, W)

II. Punctuation

A. Understanding the Use of Commas

1. Use a comma after introductory words or phrases in a sentence.
2. Use commas to separate interrupting words, phrases, appositives, direct address, and parenthetical expressions from the rest of a sentence.
3. Use a comma before the coordinating conjunction in compound sentences.
4. Use a comma after a dependent clause when it precedes the main clause of a sentence.

B. Understanding the Use of Quotation Marks

5. Use quotation marks to begin a new paragraph for each change of speaker in a dialogue.
6. Use correct internal punctuation in direct quotations.
7. Use single quotation marks to enclose a quotation within a quotation.
8. Use quotation marks to enclose titles of stories, poems, songs, television programs, and magazine articles.

C. Understanding the Use of Underlining

9. Underline titles of books, magazines, newspapers, plays, movies, and television series.

10. Underline numerals, letters, and words used to name themselves.
11. Use correct punctuation in a bibliography.

D. Understanding the Use of Hyphens

12. Use a hyphen to divide words between syllables at the end of a line.
13. Use a hyphen as appropriate to connect two or more words used as one word.
14. Use a hyphen as appropriate after a prefix that is followed by a proper noun or adjective.

E. Understanding the Use of Colons

15. Use a colon to introduce a formal enumeration of items.

F. Understanding the Use of Semicolons

16. Use a semicolon between items in a series or list if any of the items contain commas.
17. Use a semicolon to join two independent clauses of compound sentences when the coordinating conjunction is omitted.

G. Understanding the Use of Parentheses

18. Use parentheses to enclose nonessential information in a sentence.

III. Capitalization

A. Understanding the Use of Capitalization in Sentences

1. Begin an interjection with a capital letter.

B. Understanding the Use of Capitalization in Words

2. Begin a title used as a substitute for a person's name with a capital letter.
3. Write each letter of an acronym with a capital letter.
4. Begin names of school subjects which are languages or numbered course names with capital letters.

C. Understanding the Use of Capitalization in Outlines

5. Write Roman numerals and letters in an outline with capital letters.
6. Begin the first word in each topic and subtopic of an outline with a capital letter.

IV. Spelling

A. Using Letter/Sound Relationships to Spell

1. Spell words with regular spellings, using letter/sound relationships as a clue to spelling.

B. Using Word Structure to Spell

2. Spell words with affixes.
3. Spell irregular plurals of words.
4. Spell homophones, commonly confused words, and compound words.
5. Spell words requiring the use of a hyphen.
6. Divide words at the end of a line using syllabication rules.

C. Applying Spelling Skills

7. Spell words most commonly used in writing.
8. Spell words from dictation.
9. Spell words dictated in sentences.

10. Use a spelling glossary and dictionary as references.
11. Maintain a personal list of frequently misspelled words.

V. Handwriting

A. Developing the Ability to Use Manuscript and Cursive Writing

1. Evaluate the student's own handwriting skills.